

## Purple Oaks Pupil Premium Grant Expenditure 2019/20

| 1. Summary information        |                     |   |  |   |                |
|-------------------------------|---------------------|---|--|---|----------------|
| <b>School</b>                 | Purple Oaks Academy |   |  | <b>Type of SEN</b>                                    | ASD and/or SLD |
| <b>Academic Year</b>          | 2019/20             | <b>Total PP budget</b>                  | £1320 x 6 primary = £7920<br>£935 x 10 secondary = £9350<br>£2300 x 2 LAC = £4600<br>Total = £21 870 | <b>Date of most recent PP Review</b>                  | September 2019 |
| <b>Total number of pupils</b> | 74                  | <b>Number of pupils eligible for PP</b> | 18   | <b>Date for next internal review of this strategy</b> | December 2019  |

| 2. Current attainment   |   |  |
|---|---|--|
| Whole academy attainment  | <i>Pupils eligible for PP (your school)</i>                       | <i>Pupils not eligible for PP</i>  |
| 78% making expected or better than expected progress in Reading         | 90% of PP students made expected or better than expected progress | 71% of students that are not eligible for PP made expected or better than expected progress in Reading               |
| 64% making expected or better than expected progress in Writing         | 60% of PP students made expected or better than expected progress | 66% of students that are not eligible for PP made expected or better than expected progress in Writing               |
| 62% making expected or better than expected progress in Spoken Language | 65% of PP students made expected or better than expected progress | 60% of PP students made expected or better than expected progress  |
| 92% making expected or better than expected progress in Number          | 92% of PP students made expected or better than expected progress | 80% of students that are not eligible for PP made expected or better than expected progress in Number                |
| 67% making expected or better than expected progress in Geometry        | 70% of PP students made expected or better than expected progress | 66% of students that are not eligible for PP made expected or better than expected progress in Geometry and Measures |
| 79% met the 95% attendance target                                       | 85% of PP students met the 95% attendance target                  | 77% of students that are not eligible for PP met the 95% attendance target   |

| 3. Barriers to future attainment (for pupils eligible for PP ) |
|--|
| In-school barriers   |

|                          |  |
|--------------------------|--|
| <b>A.</b>                | Intrinsic motivation and engagement with learning – particularly writing activities                        |
| <b>B.</b>                | Engagement and participation in high quality writing activities and low self-esteem in relation to writing |
| <b>C.</b>                | Absence means that students do not access quality first teaching   |
| <b>External barriers</b> |  |
| <b>D.</b>                | Parental Engagement and transport arrangements (distance to academy from home)                             |

| <b>4. Outcomes</b> |  |  |
|--------------------|--|--|
|                    | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>          | Improved levels of writing across the school for our PP students to narrow the gap between their levels of reading and writing. This will be measured by Writing outcomes. | The gap between PP and Non PP students attainment in writing will be closed        |
| <b>B.</b>          | Maintained levels of attendance for PP students following the success of 2018-2019.  | PP students will attain the 95% attendance target in line with their non PP peers. |

| <b>5. Planned expenditure</b>  |   |  |  |                                   |   |
|--|---|--|--|-----------------------------------|---|
| <b>Academic year</b>   |   | <b>2019/20</b>   |  |                                   |   |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |   |  |  |                                   |   |
| <b>i. Quality of teaching for all</b>  |   |  |  |                                   |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>                                     | <b>What is the evidence &amp; rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                 | <b>When will you review implementation?</b>   |
| A) Improved engagement with writing through the thematic approach being embedded – with a primary focus of English in all themes   | Embed Cornerstones Curriculum following introduction in 2018-2019 | <p>Cornerstones Curriculum has a primary focus of English in all themes, this means that English and in particular writing, will have a high priority. The use of a thematic approach is shown to engage students with autism as it makes links between areas of learning. Develop further so that learning in a theme is recorded in one book so that students make more links between different areas of learning and understand the ‘purpose’ for their writing.</p> <p>Cost: £54 cost per student to purchase, £54 x 16 = £864</p> | Regular phase meeting time used to plan and discuss the curriculum implementation. Books scrutiny and internal moderation will ensure the implementation of the curriculum | SM/D<br>W<br>HB<br>LG<br>KW<br>PW | <p>Following each theme through Middle Leadership Meeting agenda items English and Theme across the curriculum drop ins once per half term will demonstrate progress.</p> <p><b>IMPACT:</b> Unable to fully analyse the impact due to the closure of the academy due to the Covid Pandemic.</p> |

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| <p>B) Improved levels of writing across the school for our PP students to narrow the gap between their levels of reading and writing.</p> | <p>Increased use of Independent Writing linked to thematic curriculum – delivered in KS3 by English subject specialist</p>  | <p>The use of an English subject specialist will increase engagement from students and also up-skill primary practitioners. Writing for a purpose and with successful pre-teaching has been shown to increase outcomes and engagement.</p> <p>Cost: English specialist time to support in class = 2 hours per week for year = £60.48 x 39 = £2358.72<br/> Cost: Salary for 1 Learning Mentor 1 day per week = £3075.20</p> | <p>Regular CPD sessions will be included within the whole academy calendar. Regular book scrutiny will identify improved teaching across a genre leading to an improved independent writing outcome</p> | <p>LG</p>         | <p>Termly<br/> <b>IMPACT:</b> Due to the impact of the closure of the academy due to the Pandemic we were unable to see the impact of these interventions. 4 X PP students did not have access to a device to access TEAMS and the work that had been set. The academy purchased a device for these students and had this delivered to their home.<br/> <b>Cost:</b> 4x 307.24 x4 = £1228.96</p> |
| <p>C) Maintain progress in mathematics and reading which is in line with, or better than, non-pupil premium peers</p>                     | <p>Maintain interventions which proved successful in 2018-2019</p> <ul style="list-style-type: none"> <li>○ In-class focused support in maths and English – deploy learning mentors to plan and implement</li> <li>○ All PP students have access to Easimaths at home.</li> </ul> | <p>Impact report for 2018-2019 demonstrates rates of progress which are better for PP students than non PP and therefore this intervention is to continue.</p> <p>Cost:</p> <ul style="list-style-type: none"> <li>● Salary (part) for 2 Learning Mentors 1 day per week; £3075.20 x 2 = £6150.40</li> <li>● Purchase of Easimaths £105</li> <li>●</li> </ul>  | <p>Half termly student progress meetings to ensure progress of PP students continues to be in line with non PP students</p>   | <p>PW<br/> JW</p> | <p>Dec 2019, April 2020, July 2020</p> <p><b>IMPACT:</b> Unable to fully analyse the impact due to the closure of the academy due to the Covid Pandemic.</p>   |

| <b>Total budgeted cost</b>   |  |   |  |                   | £12 553.28  |
|--|--|---|--|-------------------|---|
| <b>ii. Targeted support</b>  |  |   |  |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence &amp; rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>   |
| D) Maintained attendance with more students meeting 95% attendance target                                    | Support for Parents in appealing for transport for students and for increasing levels of attendance through attendance monitoring and meetings   | Impact report for 2018-2019 demonstrates rates of progress which are better for PP students than non PP and therefore this intervention is to continue.<br><br>Cost: 1 hour per day of Learning Mentor time = £10.92 x 190 student days = £2074.80<br>3 hours every 6 weeks of Deputy Principal time = £40.74 per hour x3 hours x6 occasions =£733.32 | Half termly monitoring of attendance   | HB                | Dec 2019, April 2020, July 2020<br>IMPACT: PP student attendance % Sept – March (before closure due to Covid) was 95.67% above our school target of 95%.  |
| E) Improved engagement and communication leading to improved attendance, self-esteem and therefore learning. | Provision to take part in horse riding activities  | Therapeutic horse riding has been shown to increase student confidence, communication and engagement.<br><br>Cost: £18 per secondary/LAC student per visit = £18 x 12 students x 14 weeks = £3024   | Monitoring of EVOLVE system to ensure access to horse riding for PP students   | HB                | Dec 2019, April 2020, July 2020<br>IMPACT: Unable to fully analyse the impact due to the closure of the academy due to the Covid Pandemic.  |
| <b>Total budgeted cost</b>   |  |   |  |                   | £5832.12  |
| <b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>                   |  |   |  |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence &amp; rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>   |
| F) Improved attendance with more students meeting 95% attendance target                                      | Increased rewards for attendance which is 95% or higher each term – termly tea and cake with the Principal for those students who attain 95% attendance and higher. Use of PP funds to pay for 'Out and About' contributions so that students are motivated by half termly reward visits | Students with autism can lack intrinsic motivation and are more motivated by tangible rewards. Student voice suggests that they are motivated by tangible rewards<br>Cost: Termly tea and cake = £25 per event x 3 terms = £75<br>Cost: Contributions towards 'out and about' = £2.50 per week x 16 students x 39 weeks = £1560                       | Half termly reward visits will be embedded as a whole academy policy. Student voice will be used to gather student feedback about the quality and enjoyment of the visits and therefore the motivational factor. | SM<br>SF          | Termly record of numbers of students meeting 95% target<br><br>IMPACT – All but 1 student met the target of 95%. Support has been put in place for the student and the family, including accessing SEN transport. Unable to complete the reward trips etc due to the closure of the |

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|   |   |   |  |          | academy and the pandemic.  |
| G) Improved engagement with parents and therefore improved relationships between academy and home | Contribution towards academy uniform<br><br>Uniform swap shop | Parents have expressed difficulty in affording academy uniform – particularly the badged jumper<br>Cost: £100 contribution per student towards uniform = 16 x £100 = £1600<br>Cost: 2 hours of learning mentor time each half term to arrange the uniform swap shop = £10.92 x 12 hours = £131.04 | Letter to all parents to explain, followed by reminders to parents if contribution has not been spent. | AH<br>SF | Weekly monitoring of student uniform by all staff<br><b>IMPACT:</b> Up to March 2020 we supported 72% of our families who are PP to access school uniform. |
| <b>Total budgeted cost</b>  |   |   |  |          | £ 3366.04  |
| <b>Total for all areas</b>  |   |   |  |          | <b>£ 21 751.48</b>   |

| 6. Review of expenditure: 2019-20   |                                   |   |   |      |
|---|-----------------------------------|---|---|------|
| Previous Academic Year  |                                   |   |   |      |
| i. Quality of teaching for all  |                                   |   |   |      |
| Desired outcome   | Chosen action/approach            | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | Lessons learned (and whether you will continue with this approach)  | Cost |
| Improved engagement with writing through the thematic approach being embedded | Implement Cornerstones Curriculum | Engagement with curriculum increased – this was seen through learning walks and also parent/student voice activities. Students could talk about the themes they were learning about.<br>Data analysis in Summer 2019 showed that 90% of PP students met or exceeded their target in reading compared to 71% of non PP students.<br>60% of PP students met or exceeded their target in writing compared to 66% of non PP students.<br>65% of PP students met or exceeded their target in spoken language compared to 60% of non PP students. | Continue the approach – however, modify slightly so that all theme learning takes place in one book – to help students ‘see’ the links visually.<br><b>IMPACT:</b> Unable to identify full impact due to Covid and academy being closed. 4 PP students did not have access to devices to access remote learning and this was ordered and delivered directly to their home during lockdown so that they can access the learning and community provided by class teams. | £864 |

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|--|--|--|--|-------------|
| Improved levels of writing across the school for our PP students   | Increased use of Independent writing linked to thematic curriculum                         | CPD for all staff was delivered and following this book scrutiny showed that for most classes there was an increase in the independent writing taking place. Data analysis in Summer 2019 showed that Non-PP students slightly outperformed PP students in writing – however, the gap has not widened from the previous academic year.   | Continue this approach as the gap is closing between PP and Non PP attainment across the academy.<br><b>IMPACT:</b> Unable to identify full impact due to Covid and academy being closed. Due to the pandemic and the academy being closed, lots of students struggled to access their learning and parents struggled to support them. The well being of the students and their family was paramount and we therefore did not put pressure on families to complete academic work. For those students unable to access this we supported with more practical and communication focussed learning.   | £5110.38    |
| Maintain progress in mathematics and reading which is in line with, or better than. Non pupil premium peers. | Maintain successful interventions  | Data analysis in Summer 2019 showed that PP students outperformed Non PP students in number with 95% of PP students meeting or exceeding their targets compared to 91% of non PP students<br>PP students outperformed Non PP students in Geometry and Measures with 70% of PP students meeting or exceeding their targets compared to 66% of non PP students.<br>PP students outperformed Non PP students in reading. 90% of PP students met or exceeded their target in reading compared to 71% of non PP students. | Continue this approach as it has proved successful.<br><b>IMPACT:</b> Unable to identify full impact due to Covid-19 and academy being closed. Due to the pandemic and the academy being closed, lots of students struggled to access their learning and parents struggled to support them. The wellbeing of the students and their family was paramount, and we therefore did not put pressure on families to complete academic work. For those students unable to access this we supported with more practical and communication focussed learning. During the summer holidays the Local Authority made phone calls to every set of parents - the feedback from the local authority was extremely positive about the support from Purple Oaks to families during lockdown. | £6495.40    |
| <b>ii. Targeted support</b>  |  |  |  |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.  | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b> |
| Improved attendance with more students meeting the 955 attendance target                                     | Support for parents in appealing transport and through engagement with attendance meetings | 85% of PP students met the 95% attendance target this is a significant increase on the 47% of PP students who met the target in the previous academic year.<br>This is higher than the Non-PP students who only had 77% of students meet the 95% target  | Maintain this approach as it is showing significant improvements in attendance.<br><b>IMPACT:</b> Unable to identify full impact due to Covid-19 and academy being closed..  | £2808.12    |

|  |  |   |  |             |
|--|--|---|--|-------------|
| Improved engagement and communication leading to improved attendance, self-esteem and therefore learning | Provision to take part in horse riding activities.                 | Horse riding took place for all PP students in upper KS2 and KS3. Student voice activities show that students enjoy the activity and behaviour monitoring shows a decrease in negative behaviours recorded.   | Maintain this approach as it is showing improvements in engagement<br><b>IMPACT:</b> Unable to identify full impact due to Covid-19 and academy being closed; horse riding did not take place from March-July 2020.  | £1440       |
| <b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>               |  |   |  |             |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>                                      | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)   | <b>Cost</b> |
| Improved attendance with more students meeting 95% attendance target                                     | Increased rewards for attendance. Out and About contributions made | 85% of PP students met the 95% attendance target this is a significant increase on the 47% of PP students who met the target in the previous academic year. This is higher than the Non-PP students who only had 77% of students meet the 95% target<br>A particularly successful case student is a student whose attendance was below 90% in 2017-2018, achieved 100% attendance in 2018-2019 and attended the 100% reward visit and was very vocal in describing her pride at achieving this. | Maintain this approach as it is showing improvement in attendance.<br><b>IMPACT:</b> Unable to identify full impact due to Covid-19 and academy being closed to all students from March 2020 and opening to small numbers in June 2020.  | £3235       |
| Improved engagement with parents and therefore improvement relationships                                 | Contributions towards academy uniform                              | All PP students were wearing appropriate uniform – parental discussions show that they find this a useful support<br>Uniform swap did not take place as, due to the academy still being new, there is not enough uniform to carry out a swap.   | Maintain this approach<br>Move the swap shop to 2019-2020 when there should be a bigger 'bank' of uniform to swap.<br><b>IMPACT:</b> During the closure of the academy, engagement with the majority of parents was extremely positive. The relationship between class teams and families has improved and parents reported during their feedback to the LA feedback that parental support has been positive and class staff have a good understanding of their family and the challenges they face. | £1600       |

Total: £21 546.90