

Oakfield High School and College - Pupil Premium Strategy Document 2017-2018

1. Summary information						
School	Oakfield High School and College			Primary Need	C&L: 40	C&I: 62
					SEMH: 12	S/P: 6
Academic Year	2017/2018	Total PP budget	£60,748	Date of most recent PP Review	December 17	
Total number of pupils	120	Number of pupils eligible for PP	70 (58%)	Date for next internal review of this strategy	February 18	

2. Current attainment		
2016-2017	<i>Pupils eligible for PP (your school)</i> Predictions June 2017	<i>Pupils not eligible for PP</i> Predictions June 2017
% achieving targets in English	93%	80%
% achieving targets in maths	100%	100%
Average progress 8 score	-0.90	-1.62
% achieving 1 A*-G grade	14/14 (100%)	4/5 (80%)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low literacy levels, BPVS scores below expected for chronological age
B.	Low numeracy levels on entry based on chronological age
C.	Social and emotional development of learners effects progress and self esteem
External barriers	
D.	Lack of access to enrichment activities

E.	Learners being unable to travel independently
F.	Low aspiration levels for learners

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased levels of literacy progress from starting points</p> <ul style="list-style-type: none"> • Comprehension ages • Spelling ages • CAT4 tests • Progress data • WRAT tests • Reading ages • BPVS scores 	<p>Pupil premium and non-pupil premium learners have outstanding achievement. (Annual Data Analysis Report)</p> <p>Pupil premium learners make expected progress in line with Oakfield expectations. (Data tracking of progress)</p>
B.	<p>Increased levels of numeracy progress from starting points</p> <ul style="list-style-type: none"> • Progress data • Numeracy assessments • MALT assessments 	<p>Pupil premium and non-pupil premium learners have outstanding achievement. (Annual Data Analysis Report)</p> <p>Pupil premium learners make expected progress in line with Oakfield expectations. (Data tracking of progress)</p>
C.	<p>Identified learners complete tailored learning support programmes</p> <ul style="list-style-type: none"> • Boxall Profiles • IPN data 	<p>IPN impact data shows positive response and outcome</p>
D.	<p>To provide cultural experiences to learners who might not be able to access these. To provide structured social activities to enhance learners skills.</p> <ul style="list-style-type: none"> • Learner voice • Learning walks 	<p>Pupil premium learners feel they have a purpose, are prepared for learning and are motivated to learn. (Learner voice survey and evaluations of activities)</p>
E.	<p>To provide opportunities for independent travel training</p> <ul style="list-style-type: none"> • Learner voice 	<p>Pupil premium learners develop independent travel skills</p>

	<ul style="list-style-type: none"> Parent voice 	
F.	<p>To provide additional quality CEIAG provision Provide activities which develop resilience and aspirations</p> <ul style="list-style-type: none"> Destinations data Learner voice Parent voice 	<p>Learners are provided with outstanding CEIAG provision which supports them into adulthood and beyond (Learner voice / parent feedback) PP learners feel they have a purpose, are prepared for learning and are motivated to learn.</p>

5. Planned expenditure

Academic year	2017/2018
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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.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: improved literacy progress & B: improved numeracy progress	Consolidation of skills / knowledge (mastery learning) Team working (Collaborative learning) Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)	We offer high quality teaching to all Oakfield High School & College learners. These sessions delivered through a peer support structure embeds the evidence and impact from the EEF toolkit. Mastery learning +5 months Collaborative learning +5 months Phonics +4 months Reading comprehension strategies +5 months Metacognition and self regulation +8 months	Evaluations from all staff to be completed. Triangulated monitoring to ascertain impact e.g. learning walks, work sampling, progress data Learner voice <u>Joint professional development for teaching staff and teaching assistants</u> CPD – transformational teaching and learning – literacy / writing CPD – teaching responsively / feedback CPD – numeracy focus 5.12.16	KL / DM	Oct 17 Dec 17 Feb 18 April 18 June 18

B: improved numeracy progress	Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)	As part of the Whole Education Numeracy project we are able to share ideas across the whole staff team which enable us to promote NAC and problem solving. Oakfield is also able to share innovative practice across the LA with partner schools. This supports the school improvement plan focus to enhance numeracy across the curriculum to support mathematical problem solving and misconceptions Metacognition and self regulation +8 months	Triangulated monitoring Feedback from staff Learner voice Through Whole Education NAC project Progress data	JN / HW	Oct 17 Dec 17 Feb 18 April 18 June 18
C: Improved social and emotional wellbeing of learners	Consolidation of skills / knowledge (mastery learning) Team working (Collaborative learning) Social and emotional learning PASS survey Boxall profile	We offer high quality teaching to all Oakfield High School & College learners. As such the promotion of wellbeing across the curriculum is imperative to a consistent approach Mastery learning +5 months Collaborative learning +5 months Social and emotional learning +4 months	Evaluations from all staff to be completed. Learner voice CPD – transformational teaching and learning to promote wellbeing Progress data	DB / JN	Oct 17 Dec 17 Feb 18 April 18 June 18
D: Access to enrichment activities	Adventure learning Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. Through this meta cognition and self regulation is developed (+8 months)	Learner voice Whole school monitoring schedule Parent voice feedback To provide cultural experiences to learners who might not be able to access these. To provide structured social activities to enhance learners skills.	JN / WH / DB	Oct 17 Dec 17 Feb 18 April 18 June 18
Total budgeted cost					£25,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A: improved literacy progress B: improved numeracy progress</p>	<p>Sounds write MALT One to one tuition Phonics Reading comprehension strategies Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)</p>	<p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p> <p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>To ensure that targeted intervention is timely, effective and of the highest quality relevant staff are given specific CPD. This ensures that they are at the forefront of literacy developments and support systems available.</p> <p>One to one tuition +5 months Phonics +4 months Reading comprehension strategies +5 months Meta cognition and self regulation +8 months</p>	<p>Progress data from intervention programmes Literacy intervention Training / CPD for Jo Taylor Progress data from intervention programmes Numeracy intervention Training / CPD for Row Meakin</p>	<p>JT & RM</p>	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>
<p>C: Improved social and emotional wellbeing of learners</p>	<p>One to one tuition Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)</p>	<p>Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p>One to one tuition Meta cognition and self regulation</p>	<p>IPN data for learner interventions Monitoring behaviour data Boxall profiles Learner voice Music therapy sessions</p>	<p>SD</p>	<p>Oct 17 Dec 17 Feb 18 April 18 June 18</p>
Total budgeted cost					<p>£26,000</p>
<p>iii. Other approaches (including links to personal, social and emotional wellbeing)</p>					
<p>Desired outcome</p>	<p>Chosen</p>	<p>What is the evidence & rationale for</p>	<p>How will you ensure it is</p>	<p>Staff</p>	<p>When will you review</p>

	action/approach	this choice?	implemented well?	lead	implementation?
F: Develop the ability of PP learners to travel independently	Independent travel training Learning to learn, resilience, growth mindsets (Metacognition and self-regulation) Differentiated teaching and learning (Individualised instruction)	It is imperative, as pupil's progress beyond Oakfield that they have the confidence and skills to travel independently. This widens opportunities and develops self-esteem of our young people. Our award winning unique and high impact travel training programmes promotes life skills, independence and widens opportunities such as work experience placements and social opportunities to better equip learners for adult life. Meta cognition and self regulation +8 months One to one tuition +5 months Individualised instruction +2 months	Learner voice Staff appraisal Parent voice	JM	Oct 17 Dec 17 Feb 18 April 18 June 18
G: Learners are provided with outstanding CEIAG.	Aspiration interventions Parental involvement	At Oakfield High School and College we believe in the importance of all learners having access to quality information and opportunities. This assists learners to make informed decisions about their future beyond Oakfield. All learners Our Award winning high quality independent careers information, advice and guidance (Gold Award) and business links ensures learners can make confident and informed choices about their future. Our Planning Live transition events, use a multi-agency approach. Parental involvement +3 months	Learner voice Staff appraisal Business links developed Work experience for all learners	SG	Oct 17 Dec 17 Feb 18 April 18 June 18
Total budgeted cost					£9,748

6. Review of expenditure				
Previous Academic Year		2016/2017		
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

Learners are provided with outstanding CEIAG.	Pupil premium funding has been used to support the delivery of high quality careers information, advice and guidance. The school has employed a business links HLTA to develop programmes, to liaise with employers, training providers, FE colleges and parents.	This has included quality work experience placements and programmes, visits to providers and businesses support to complete application forms and guest speakers from industry. Year 10 pupil premium learners accessed a work experience placement. Pupil premium learners from years 8, 9, 10 and 11 have accessed information, advice and guidance. Planning live events have been organised to develop ideas and engage learners, parents, with external agencies in thinking about future aspirations. Learner and parental feedback from these events was highly positive. Success criteria met	This approach will continue. Feedback from learners and parents is being used to ensure that the timing of some events meet with parent needs to ensure maximum take up. The learner's survey shows that all students enjoyed their week. One learner commented that they felt the organisation they worked for was 'perfect' and that they 'learned about working with children and other staff'. Another learner commented that they had to behave like an adult and that this was good for them.' The parental survey highlighted that parents felt well informed and students enjoyed their week. Many commented that there was an increase in their child's self-esteem and confidence.	£14,000
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ii. Targeted support

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
Improve numeracy progress	Numeracy intervention	Pupil premium learners made on average 5 months progress in maths. Success criteria met	Moving forward the method of intervention will be reviewed to ensure up to date programmes are in place and where required that these are implemented. Interventions are continuously reviewed. They will continue to be reviewed to ensure that learners make exceptional progress.	£16,800

Improve literacy progress	Literacy intervention	Pupil premium learners made on average 3 months progress in reading and 9 months progress in comprehension. Success criteria met	Moving forward the method of intervention will be reviewed to ensure up to date programmes are in place and where required that these are implemented. Interventions are continuously reviewed, as a result of this IDL was introduced successfully. They will continue to be reviewed to ensure that learners make exceptional progress.	£16,800
iii. Other approaches (including links to personal, social and emotional wellbeing)				
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
Develop the ability of PP learners to travel independently	Independent travel training	28 learners across Key stage three and four have received travel training support. 54% of these were learners who were entitled to pupil premium funding.	This approach will continue with identified learners. Elements of travel training that has been delivered include independent travel, road safety, stranger danger and independent skills.	£8,854
Improved social and emotional wellbeing of learners	Nurture Support / behaviour interventions	Learners on learning support programmes have made progress with their social skills and have developed some strategies to deal with their anxieties. All Pupil Premium learners have been completed the Pupil Attitude to School and Self (PASS) survey which has informed the whole school improvement plan. Boxall Pilot Project has been initiated following work with the Nurture Group Network for all learners across school and college. Success criteria met	Programmes for intervention work will be updated to reflect the learners' needs. Boxall pilot project will continue into the next academic year and strategies to support areas for development developed and shared with staff across school and college. PASS survey to continue in the next academic year.	£12,000

Provide learners with opportunities to extend their learning	Outdoor education - residential	Year 8 and 9 pupil premium learners took part in a school residential. This helped them to develop their social skills, become more resilient and developed their aspirations in terms of life beyond Wigan. They all achieved the John Muir Award in support of their learning about caring for, enjoying and connecting with outdoor spaces. A range of social and cultural experiences have been funded via pupil premium, these include music tuition, and visits to the theatre. Year 7 pupil premium learners took part in a challenge for change activity week which allowed them to develop social skills with their peers. All activities are planned to maximise opportunities for developing social skills,	This approach will continue and is part of the whole school SIP focus to build learner resilience and enhance their independent skills.	£1,546
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- In May 2017 Oakfield High School and College commissioned a Pupil Premium Review. This took place on Monday 22nd May. Recommendations from the review have been incorporated into the strategy document for 2017-2018. These included;
- Calculate the progress 8 score based on the numbers of qualifications that learners were entered for to give a more accurate score for progress. This has then been compared with LA summary data. This resulted in the score changing from -1.34 to -0.07, placing Oakfield in 10th position comparatively to other schools in the local authority.
- Behaviour and attendance: data could break down further the behaviour types and significant medical needs for pupil groupings. This showed that there was no significant gap between attendance and behaviour. This is a useful tool for us to use to further analyse data for pupil premium learners.
- When referring to the chosen approach ensure that this is in terminology that staff understand and are familiar with. The language has been adjusted to that used in the classroom and during joint professional development sessions. The pupil premium strategy document has also been launched to staff to ensure knowledge and understanding of the strategies employed within the school.