

Oakfield High School and College - Pupil Premium Strategy Document 2016-2017

1. Summary information					
School	Oakfield High School and College			Type of SEN (eg.PMLD/SLD/MLD etc.)	60% MLD 40% SLD
Academic Year	2016/2017	Total PP budget	£64,854	Date of most recent PP Review	Feb 17
Total number of pupils	99	Number of pupils eligible for PP	64 (64%)	Date for next internal review of this strategy	April 17

2. Current attainment		
2015-2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving targets in English	73%	67%
% achieving targets in maths	60%	67%
Average progress 8 score	-1.38	-1.32
% achieving 1 A*-G grade	67%	67%

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

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| | <ul style="list-style-type: none">• Learner voice• Parent voice | |
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5. Planned expenditure

Academic year **2016/2017**

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	Mastery learning Collaborative learning Peer Tutoring 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. Quality assurance to ascertain impact Learner voice CPD – transformational teaching and learning – literacy / writing CPD – teaching responsively / feedback CPD – numeracy focus 5.12.16	KL / DM	June 17
B: improved numeracy progress	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. Metacognition and self regulation +8 months	Use of monitoring calendar Feedback from staff Learner voice Through Whole Education NAC project	JN / HW	June 17
C: Improved social and emotional wellbeing of learners	Mastery learning Collaborative learning Social and emotional learning	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	DB / JN	March 17

D: Lack of access to enrichment activities	Adventure learning Meta cognition 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	June 17
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?
A: improved literacy progress B: improved numeracy progress	Sounds write MALT One to one tuition Phonics Reading comprehension strategies Meta cognition and self regulation	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. 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. 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. One to one tuition +5 months Phonics +4 months Reading comprehension strategies +5 months Meta cognition and self regulation +8 months	Progress data from intervention programmes Literacy intervention Training / CPD for Jo Taylor Progress data from intervention programmes Numeracy intervention Training / CPD for Row Meakin	JT & RM	June 17

C: Improved social and emotional wellbeing of learners	One to one tuition Meta cognition and self regulation	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. One to one tuition Meta cognition and self regulation	IPN data for learner interventions Monitoring behaviour data Boxall profiles Learner voice Music therapy sessions	SD	April 17
Total budgeted cost					£26,000

iii. Other approaches (including links to personal, social and emotional wellbeing)

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?
F: Develop the ability of PP learners to travel independently	Independent travel training Meta cognition and self regulation 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	April 17
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	Learner voice Staff appraisal Business links developed Work experience for all learners	SG	April 17

		choices about their future. Our Planning Live transition events, use a multi-agency approach. Parental involvement +3 months			
Total budgeted cost					£13,854

6. Review of expenditure				
Previous Academic Year		2015/2016		
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.	<p>This has included quality work experience placements and programmes, visits to providers and businesses support to complete application forms and guest speakers from industry.</p> <p>Year 10 pupil premium learners accessed a work experience placement. Pupil premium learners from year 8, 9, 10 and 11 have accessed information, advice and guidance. Planning live events have been organised to develop ideas and engage learners, parents, external and agencies in thinking about future aspirations. Learner and parental feedback from these events was highly positive.</p> <p>Success criteria met</p>	This approach will continue. Feedback from learners and parents will be used to affect the timing of some events to ensure maximum take up.	£14,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this	Cost

	h	pupils not eligible for PP, if appropriate.	approach)	
Improve numeracy progress	Numeracy intervention	19 KS3 and 11 KS4 learners have made more than 6 months numeracy progress during 2015-2016 so far 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.	£16,800
Improve literacy progress	Literacy intervention	12 KS3 and 16 KS4 learners have made more than 6 months reading progress during 2015-2016 so far 20 KS3 and 24 KS4 learners have made more than 6 months spelling progress so far during 2015-2016 9 KS3 and 15 KS4 learners have made more than 6 months comprehension progress during the 2015-2016 so far. 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.	£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	There are 3 PP learners travelling to external provision independently. 11 PP learners have undertaken an independent travel programme to develop their road safety awareness and independence skills. Success criteria met	This approach will continue with identified learners.	£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. Learning support has taken place in class more this year to support year 7 with their transition, develop their social skills and give additional work on boosting learners' self-esteem. Success criteria met	Programmes for intervention work will be updated to reflect the learners needs.	£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, residential trips abroad and visits to the theatre. These are planned to maximise opportunities for developing social skills, health and well-being, to develop learners resilience and aspirations. Success criteria met	A wider variety of opportunities will be mapped to ensure all PP learners are accessing a range of opportunities.	£1,546

7. Additional detail

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