

Pupil Premium: Interim Review of expenditure March 2018

Previous Academic Year		2017/2018																																																																																																									
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)																																																																																																								
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)	<p>All learners have been assessed to ascertain impact of progress on numeracy and literacy. Average progress by year group is shown below.</p> <table border="1"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>Numeracy</td> <td>4.4</td> <td>0.5</td> <td>1.3</td> <td>1.4</td> <td>0.7</td> </tr> <tr> <td>Reading</td> <td>1</td> <td>1</td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Spelling</td> <td>12</td> <td>2</td> <td>4</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <p>The table below shows the comparison between progress of learners who are PP and non PP for literacy and numeracy between July 2017 and January 2018.</p> <table border="1"> <thead> <tr> <th colspan="2">Y7</th> <th colspan="2">Y8</th> <th colspan="2">Y9</th> <th colspan="2">Y10</th> <th colspan="2">Y11</th> </tr> <tr> <th>PP</th> <th>NonPP</th> <th>PP</th> <th>NonPP</th> <th>PP</th> <th>NonPP</th> <th>PP</th> <th>NonPP</th> <th>PP</th> <th>NonPP</th> </tr> </thead> <tbody> <tr> <td colspan="10" style="text-align:center">Numeracy</td> </tr> <tr> <td>7</td> <td>2</td> <td>-1</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> <td>-1</td> <td>1</td> </tr> <tr> <td colspan="10" style="text-align:center">Reading</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td colspan="10" style="text-align:center">Spelling</td> </tr> <tr> <td>4</td> <td>6</td> <td>1</td> <td>3</td> <td>2</td> <td>6</td> <td>1</td> <td>8</td> <td>4</td> <td>6</td> </tr> </tbody> </table> <p>In some areas PP learners outperform non PP learners while in other areas these are reversed. With small numbers in some year groups the difference is not significant.</p>		Y7	Y8	Y9	Y10	Y11	Numeracy	4.4	0.5	1.3	1.4	0.7	Reading	1	1	2	3	3	Spelling	12	2	4	8	8	Y7		Y8		Y9		Y10		Y11		PP	NonPP	Numeracy										7	2	-1	1	2	1	1	0	-1	1	Reading										0	1	0	1	0	2	1	2	1	1	Spelling										4	6	1	3	2	6	1	8	4	6	<p>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.</p> <p>Interventions are continuously reviewed, as a result of this IDL was introduced successfully for literacy, this will be introduced for numeracy in the new academic year.</p> <p>They will continue to be reviewed to ensure that learners make exceptional progress.</p>								
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<p>C: Improved social and emotional wellbeing of learners</p>	<p>Consolidation of skills / knowledge (mastery learning) Team working (Collaborative learning) Social and emotional learning PASS survey Boxall profile</p>	<p>Using PASS survey, data shows that there has been a significant improvement over the period of time between 2 data collection points. All school learners are now expressing that they have a high level of satisfaction with how they regard themselves as learners Response to curriculum demands (strand 9) has significantly improved for learners, moving from low / moderate satisfaction to moderate satisfaction (less than 2 percentile away from high satisfaction). All other areas were scored as high satisfaction.</p>	<p>Continue to use PASS to analyse how learners feel about themselves and school.</p>
<p>D: Access to enrichment activities</p>	<p>Adventure learning Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)</p>	<p>A wide range of enrichment activities have been provided for PP learners throughout the year to date. These have ranged from residential trips, appointment of a Patron of Reading and a variety of adventure learning activities. There have also been a range of curriculum based visits which support academic achievement. PASS survey shows that learners now have a higher regard for themselves as learners than they previously had.</p>	<p>Continue to monitor through learner voice for impact to learners.</p>

<p>E: Develop the ability of PP learners to travel independently</p>	<p>Independent travel training Learning to learn, resilience, growth mindsets (Metacognition and self-regulation) Differentiated teaching and learning (Individualised instruction)</p>	<p>To date this academic year 47 learners have accessed our bespoke and personalised travel training.</p>	<p>Continue to liaise with parents and learners regarding ITT.</p>
<p>F: Learners are provided with outstanding CEIAG.</p>	<p>Aspiration interventions Parental involvement</p>	<p>A high impact whole careers day took place on 28th September. Evaluations indicated that 92% of learners knew more about different work places than they did before the day. All year 10 learners completed a work experience placement with a wide range of facilitator's. Feedback from learners, parents and employers was highly positive. Learners at Oakfield have accessed a variety of additional opportunities to engage with the community and the world of work. Some of these include NHS Careers Fair, Youth Parliament and Team Building Week. Destinations data indicates that 100% of learners transitioned to work placements, FE and CIC's successfully.</p>	<p>Continue to develop planning live sessions to incorporate external agencies which reflect local labour market trends. Use feedback from work experience (march 2018) to inform the process and providers used moving forward. Supported internships to be introduced for College learners.</p>