

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	<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>	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. Additional detail

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