

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	March 18
Total number of pupils	120	Number of pupils eligible for PP	70 (58%)	Date for next internal review of this strategy	April 18

2. Current attainment		
2016-2017	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% 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
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4. Outcomes

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

F.	To provide additional quality CEIAG provision Provide activities which develop resilience and aspirations <ul style="list-style-type: none"> • Destinations data • Learner voice • Parent voice 	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.
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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 PASS survey analysis Boxall Profile data analysis	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. PASS survey analysis Boxall Profile data analysis	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?
A: improved literacy progress B: improved numeracy progress	Sounds write MALT One to one tuition Phonics Reading comprehension strategies Learning to learn, resilience, growth mindsets (Metacognition 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	Oct 17 Dec 17 Feb 18 April 18 June 18
C: Improved social and emotional wellbeing of learners	One to one tuition Learning to learn, resilience, growth mindsets (Metacognition 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 PASS survey analysis	SD	Oct 17 Dec 17 Feb 18 April 18 June 18
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?
E: 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
F: 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 Destinations data	SG	Oct 17 Dec 17 Feb 18 April 18 June 18
Total budgeted cost					£9,748

6. 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.