

Oakfield High School and College - Pupil Premium Strategy Document 2018-2019

1. Summary information						
School	Oakfield High School and College			Primary Need	C&L: 34	C&I: 16
					SEMH: 7	S/P: 4
Academic Year	2018/2019	Total PP budget	£60,220	Date of most recent PP Review		July 18
Total number of pupils	118	Number of pupils eligible for PP	62 (52.5%)	Date for next internal review of this strategy		February 19

2. Current attainment			
2016-2017		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Progress 8 score English		-1.47	-1.58
Progress 8 score Maths		-0.58	-0.72
Average progress 8 score		-0.87	-1.03
% achieving 1 A*-G grade		13/14 (93 %)	7/7 (100 %)

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. (Data Analysis Report)-Results and Progress Data</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 pathway to success programmes</p> <ul style="list-style-type: none"> • Boxall Profiles • IPN data • SDQ 	<p>IPN impact data shows positive response and outcome</p> <p>Pass survey indicates learners have a positive perception of themselves and their learning.</p>
D.	<p>To provide cultural experiences to learners who might not be able to access these.</p> <p>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, PASS 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</p> <p>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)</p> <p>PP learners feel they have a purpose, are prepared for learning and are motivated to learn.</p>

5. Planned expenditure

Academic year 2018/2019

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	Consolidation of skills / knowledge (mastery learning) (Talk for writing) 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 Talk for writing EEF	Evaluations from all staff to be completed. Triangulated monitoring to ascertain impact e.g. learning walks, work sampling, progress data Learner voice Joint professional development for teaching staff and teaching assistants CPD –teaching and learning – talk for writing CPD – Maximising the impact of TA's	Dept. Lead for English and maths	Oct 18 Dec 18 Feb 19 April 19 June 19

B: improved numeracy progress	Learning to learn, resilience, growth mindsets (Metacognition, self-regulation and spaced learning)	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 Spaced learning Metacognition and self-regulation +8 months	Triangulated monitoring Feedback from staff Learner voice Progress data Joint professional development for teachers and teaching assistants CPD – STEM CPD- Maximising the impact of TA's	HW DM WH TE	Oct 18 Dec 18 Feb 19 April 19 June 19
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 Use the Pupil Attitude to Self and School survey to identify areas for development and tailor strategies to promote improvement. Use the Boxhall profile for identified PP learners.	Evaluations from all staff to be completed. Learner voice CPD –Place2be talented teacher programme CPD- Thrive Progress data PASS analysis Boxall analysis	RR SD Pastoral Managers	Oct 18 Dec 18 Feb 19 April 19 June 19
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. Achievement of the John Muir Award for outdoor learning. 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.	DW HW KJ	Oct 18 Dec 18 Feb 19 April 19 June 19
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 whole staff team- talk for writing, CPD- maximising the impact of TA's, CPD for Joanne Taylor Progress data from intervention programmes Numeracy intervention CPD for whole staff team on STEM, CPD- maximising the impact of TA's Training / CPD for Rowena Meakin	JT & RM	Oct 18 Dec 18 Feb 19 April 19 June 19
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 +5 months Meta cognition and self-regulation +8 months	IPN data for learner interventions Monitoring behaviour data Boxall profiles Learner voice SDQ Pass survey	SD	Oct 18 Dec 18 Feb 19 April 19 June 19
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 Learning to learn, resilience, growth mindsets (<i>Metacognition and self-regulation</i>) Differentiated teaching and learning (<i>Individualised instruction</i>)	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 18 Dec 18 Feb 19 April 19 June 19
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 high quality independent career information, advice and guidance 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 Careers advisor Planning live Evaluations Annual reviews	SG	Oct 18 Dec 18 Feb 19 April 19 June 19
Total budgeted cost					£8,285