

Pupil Premium Review of Expenditure

1. Review of expenditure				
Previous Academic Year		2017/2018		
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
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)	For disadvantaged learners there is no significant difference in their progress across the school in literacy and numeracy compared to non PP learners. 92% of PP learners (91% non PP) met their aspirational end of year targets in English and math's in 2018.	The literacy focus has been on reading, this has been high impact as data has indicated that PP learners are making exceptional progress in English. The patron of reading sessions have been high impact and engaged PP learners with reading. The lunchtime club for reading has been well attended by PP learners. IDL cloud has successfully motivated PP learners to engage with literacy. This approach will continue with the literacy emphasis on talk for writing in the next academic year. The numeracy workshops have been successful. Data indicates that PP learners are making exceptional progress in maths. This approach will continue with a focus on STEM skills to allow learners to apply their numeracy skills to the workplace.	£6,250
B: improved numeracy progress	Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)	For disadvantaged learners there is no significant difference in their progress in maths. 98% of PP learners met their aspirational targets in math's compared to 96% of non PP learners in math's.	The numeracy workshops have been successful. Data indicates that PP learners are making exceptional progress in maths. This approach will continue with a focus on STEM skills to allow learners to apply their numeracy skills to the workplace.	£6,250

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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>Learners on learning support programmes have made progress with their social skills and have developed some strategies to deal with their anxieties. All Pupil Premium learners have completed the Pupil Attitude to School and Self (PASS) survey which has informed the whole school improvement plan. A group of staff are successfully trained as talented teachers on mental health and wellbeing by place2be. This identified for development. These were factor 3: self-regard as a learner and factor 9: responses to curriculum demands. Strategies to improve these have been shared with all staff via dedicated CPD session. Success criteria met.</p>	<p>Programmes for intervention work will be updated to reflect the learners' needs. Boxall profile will continue to be used for identified learners. Pathway to success programmes will be developed and shared with staff across school and college. PASS survey to continue in the next academic year and used to identify individual learners and groups of learners. Another group of staff will undertake the talented teacher programme</p>	<p>£6,250</p>
<p>D: Access to enrichment activities</p>	<p>Adventure learning Learning to learn, resilience, growth mindsets (Metacognition and self-regulation)</p>	<p>Year 8 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, and visits to the theatre. Year 7 pupil premium learners took part in a team building activity week which allowed them to develop social skills with their peers. All activities are planned to maximise opportunities for developing social skills, health and well-being, to develop learners resilience and aspirations. Success criteria met</p>	<p>This approach will continue to build learner resilience, life skills, skills for work and enhance their independence skills.</p>	<p>£6,250</p>

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ii. Targeted support				
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
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 <i>(Metacognition and self-regulation)</i>	Pupil premium learners made on average 4 months progress in maths. Success criteria met Pupil premium learners made on average 5 months progress in reading, 7 months in spelling and 7 months in comprehension. 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. Interventions are continuously reviewed. They will continue to be reviewed to ensure that learners make exceptional progress. CPD for teaching assistants will support this.	£13,000
C: Improved social and emotional wellbeing of learners	One to one tuition Learning to learn, resilience, growth mindsets <i>(Metacognition and self-regulation)</i>	Learners on learning support programmes have made progress with their social skills and have developed some strategies to deal with their anxieties. All Pupil Premium learners have completed the Pupil Attitude to School and Self (PASS) survey which has informed the whole school improvement plan. This identified for development. These were factor 3: self-regard as a learner and factor 9: responses to curriculum demands. Strategies to improve these have been shared with all staff via dedicated CPD session. Success criteria met	Programmes for intervention work will be updated to reflect the learners' needs. Boxall profile will continue to be used for identified learners. Pathway to success programmes will be developed and shared with staff across school and college. PASS survey to continue in the next academic year and used to identify individual learners and groups of learners.	£13,000

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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
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>	38 learners across Key stage three and four have received travel training support. 60% of these were learners who were entitled to pupil premium funding.	This approach will continue with identified learners. Elements of travel training that has been delivered include independent travel, road safety, stranger danger and independent skills.	£4,874
G: Learners are provided with outstanding CEIAG.	Aspiration interventions Parental involvement	This has included quality work experience placements and programmes, visits to providers and businesses support to complete application forms and guest speakers from industry. Year 10 pupil premium learners accessed a work experience placement. Pupil premium learners from years 8, 9, 10 and 11 have accessed information, advice and guidance. Planning live events have been organised to develop ideas and engage learners, parents, with external agencies in thinking about future aspirations. Destinations data identifies that 100% of Y11 and Y14 learners transitioned into employment, education or further training. Parent and Learner Voice identified that 100% felt that the sessions provided them with useful information and that they would feel more confident contacting external providers. Provider Voice identified that 100% felt they were more aware of learner needs and that it provided extended opportunities to engage with learners and parents. Success criteria met.	This approach will continue. Feedback from learners and parents is being used to ensure that the timing of some events meet with parent needs to ensure maximum take up. The Gatsby benchmarks have been considered and Oakfield is meeting these. The careers plan takes Oakfield beyond this framework. The learner's survey shows that all students enjoyed their week. One learner commented that they felt the week prepared them for their future career in a nursery and that they 'learned about working with children and other staff'. Another learner commented that they had to behave like an adult and that this was good for them.' The parental survey highlighted that parents felt well informed and students enjoyed their week. Many commented that there was an increase in their child's self-esteem and confidence. In moving forward consideration and planning will need to prepare learners for supported internships whilst in key stages 3 and 4.	£4,874