

Pupil Premium Strategy Statement

2020 2021

School overview

Metric	Data
School name	Oakfield High School and College
Pupils in school	233
Proportion of disadvantaged pupils	40% (99 learners)
Pupil premium allocation this academic year	£81,920
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	December 2020, March 2021, July 2021
Statement authorised by	Sue Allen - HOS
Pupil premium lead	Rebecca Roberts - AHT
Governor lead	Judith Brown - Chair of Governors

Barriers to Success for Disadvantaged learners at Oakfield

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 from families

Disadvantaged pupil performance overview for last academic year

Progress 8	n/a due to COVID 19
Ebacc entry	n/a due to COVID 19
Attainment 8	n/a due to COVID 19
Percentage of Grade 5+ in English and maths	n/a due to COVID 19

Strategy aims for disadvantaged pupils

Aim	Success Criteria / Evidence of Impact	Review Date
<p>Increased levels of literacy progress from starting points</p> <ul style="list-style-type: none"> • Comprehension ages • Spelling ages • CAT4 tests • Progress data • Reading ages • BPVS scores 	<p>Pupil premium and non-pupil premium learners have outstanding achievement.</p> <p>Results and Progress Data</p> <p>Pupil premium learners make exceptional progress in line with Oakfield expectations.</p>	<p>Dec 20 Mar 20 Jul 20</p>
<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.</p> <p>Results and Progress Data</p> <p>Pupil premium learners make exceptional progress in line with Oakfield expectations.</p>	<p>Dec 20 Mar 20 Jul 20</p>
<p>Identified learners complete tailored pathway to success programmes</p> <ul style="list-style-type: none"> • Boxall Profiles • IPN data 	<p>IPN, Boxhall and SDQ impact data shows positive response and outcome.</p> <p>Pass survey indicates learners have a positive perception of themselves and their learning.</p>	<p>Dec 20 Mar 20 Jul 20</p>
<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, PASS survey and evaluations of activities)</p>	<p>Dec 20 Mar 20 Jul 20</p>
<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. Learners will be signed off to travel independently to and from school/college and in the community.</p>	<p>Dec 20 Mar 20 Jul 20</p>
<p>To provide additional quality CEIAG provision 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>	<p>Dec 20 Mar 20 Jul 20</p>
<p>To provide strategies to support and ensure accessibility to learning.</p> <ul style="list-style-type: none"> • Learner voice • Parent voice • Progress data • Behaviour data 	<p>Learners have access to OT as part of their curriculum offer. Learners will be supported through assessments, interventions and equipment used to support learning.</p>	<p>Dec 20 Mar 20 Jul 20</p>
<p>To provide high quality CPD to staff team</p>	<p>The staff team will have a range of strategies to support learning and promote progress.</p>	<p>Dec 20 Mar 20 Jul 20</p>

The rationale for the priorities outlined below are underpinned by EEF guidance, pedagogy and research proving the efficacy of the strategies or activity we have chosen to put in place.

Including; mastery learning, collaborative learning, Learning to learn, resilience, growth mindsets - Metacognition and self-regulation and individualised instruction.

Quality Teaching for All

Measure	Activity and Expected Impact
Priority 1 <ul style="list-style-type: none"> High Quality CPD for all staff. 	<p>Curriculum and Teaching and Learning experts in school deliver CPD throughout the year for the staff team, led by senior leaders, department leaders, and key staff within school. CPD from external agencies and leading educational experts will also provide high quality CPD for all teaching and support staff.</p> <ul style="list-style-type: none"> Evaluations from all staff to be completed and will evidence that CPD provided is high impact and will support teaching of disadvantaged. Learning walks, work sampling, learner voice, and progress data will indicate that staff have used and implemented CPD as part of teaching practice.
COVID mitigating action – Priority 1 <ul style="list-style-type: none"> Due to COVID and social distancing, CPD is going to be delivered virtually through Teams and online webinars. Distance working allows for an approach where staff can share their experiences. Learner voice, the PASS survey and staff voice will evidence the impact of high quality CPD. Jenny Nock £500 Isabella Wallace Approx. £500 	
Priority 2 <ul style="list-style-type: none"> Improved literacy progress 	<p>Promote and further embed Reading for Pleasure during 'Start Well, Feel Well' time through Teacher reading books, and personal reading.</p> <p>Promote Reading for Pleasure through book reward initiative.</p> <ul style="list-style-type: none"> Triangulated monitoring will identify impact including learner progress data and learning walks which will indicate that the majority of learners are now showing improvement in terms of the breadth of vocabulary, and their access to a language rich environment, developing vocabulary for lifelong learning. Joint professional development for teaching staff and teaching assistants.
COVID mitigating action – Priority 2 <ul style="list-style-type: none"> Class bubbles are working collaboratively to share good practice. HOD to purchase resources for each year group bubble. Teacher class books £500 £2000 for resources 	
Priority 3 <ul style="list-style-type: none"> Improved numeracy progress 	<p>Promote and further embed mathematical recall and retention using 'Entry' mental math tasks in all maths lessons through school.</p> <ul style="list-style-type: none"> Triangulated monitoring Feedback from staff Learner voice Progress data. Joint professional development for teachers and teaching assistants
COVID mitigating action – Priority 3 <ul style="list-style-type: none"> Class bubbles are working collaboratively to share good practice. HOD to purchase resources for each year group bubble. £2000 for resources 	
Priority 4 <ul style="list-style-type: none"> Improved social and emotional wellbeing of learners Access to enrichment activities 	<p>A soft skills audit will be carried out across the curriculum. Learner's soft skills will be assessed and tracked.</p> <p>Educational visits are currently being mapped for all curriculum areas.</p> <p>Educational visits will give learners access to a range of enrichment and cultural activities.</p> <p>Club times in school will provide learners the opportunity to improve their social skills, and taking part in a range of enjoyable activities</p>

	during club time will improve learner's emotional wellbeing.
	<ul style="list-style-type: none"> Evaluations from all staff to be completed. Learner voice Progress data PASS analysis Boxall analysis
COVID mitigating action – Priority 4	
As part of Pathways to Success, pastoral staff and key staff are working 1:1, and in small groups to provide support learners social well-being.	
Barriers to learning these priorities address	<ul style="list-style-type: none"> Low literacy levels, BPVS scores below expected for chronological age Low numeracy levels on entry based on chronological age Social and emotional development of learners effects progress and self esteem
Projected spending	CPD and Resources - £5,500 Sessions with Elaine Williams £500 Total - £6,000

Targeted support

Measure	Activity and Expected Impact
Priority 1 <ul style="list-style-type: none"> Improved literacy progress 	Purchase and embed Dyslexia Gold for all learners who require this intervention. Develop a sustainable system to provide opportunities for this during the school day. Deliver targeted group and individual intervention for all disadvantaged learners as part of the Pathways to Success offer. Deliver literacy intervention in the classroom to model effective strategies to specialist and non-specialist staff.
	<ul style="list-style-type: none"> Progress data from intervention programmes Literacy intervention Learner Voice
COVID mitigating action – Priority 1	
<ul style="list-style-type: none"> HLTA's covering PPA will carry out assessments for literacy in year group bubbles. Dyslexia gold will accessible for a cohort within each bubble. 	
Priority 2 <ul style="list-style-type: none"> Improved numeracy progress 	Deliver targeted group and individual intervention for all disadvantaged learners as part of the Pathways to Success offer. Deliver numeracy intervention in the classroom to model effective strategies to specialist and non-specialist staff.
	<ul style="list-style-type: none"> Progress data from intervention programmes Numeracy intervention Learner voice
COVID mitigating action – Priority 2	
<ul style="list-style-type: none"> HLTA's covering PPA will carry out assessments for numeracy in year group bubbles. 	
Priority 3 <ul style="list-style-type: none"> Improved Social skills, emotional wellbeing and mental health 	Deliver targeted group and individual intervention for all disadvantaged learners as part of the Pathways to Success offer. Deliver intervention in the classroom to model effective strategies to the staff team.

	Provide EP assessments for learners where necessary.
	<ul style="list-style-type: none"> • IPN data for learner interventions • Monitoring behaviour and attendance data • Boxall profiles • Learner voice • SDQ • Pass survey • CAMHS link consultations
COVID mitigating action – Priority 3 <ul style="list-style-type: none"> • Nurture starter sessions and wellbeing tasks are being delivered by class teachers, intervention HLTAs and Pastoral managers continue to liaise with CAMHS link professionals for individual learners. • PASS survey is being completed in class groups by class teachers. 	
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low literacy levels, BPVS scores below expected for chronological age • Low numeracy levels on entry based on chronological age • Social and emotional development of learners effects progress and self esteem
Projected spending	Salaries £34,253 Dyslexia Gold £485 Pass Survey £1,200 Total - £34,253

Wider Approaches

Measure	Activity and Expected Impact
Priority 1 <ul style="list-style-type: none"> • Develop the ability of PP learners to travel independently 	Learners take part in Initial Travel Training. Learners are assessed and if successful learners are signed off to travel independently to and from school and college, and within the community. <ul style="list-style-type: none"> • Learner voice • Staff appraisal • Parent voice
COVID mitigating action – Priority 1 <ul style="list-style-type: none"> • When safe to do so, learners will continue to travel independently as per school's risk assessment. • JM will do road safety with learners. 	
Priority 2 <ul style="list-style-type: none"> • Learners are provided with outstanding CEIAG. 	Learners engage with a range of CEIAG opportunities, including themed days and weeks, opportunities to visit employers, and try different job roles. Where appropriate learners have access to a vocational curriculum and have access to independent careers advice. Learners in Year 11 take part in an educational visit to a university. <ul style="list-style-type: none"> • Learner voice • Staff appraisal • Business links developed • Work experience for all learners • Careers advisor • Planning live • Evaluations • Annual reviews
COVID mitigating action – Priority 2 <ul style="list-style-type: none"> • Events such as planning live, careers advice and annual reviews will continue to place virtually with all professionals and agencies invited and involved. 	
Barriers to learning these priorities	<ul style="list-style-type: none"> • Learners being unable to travel independently • Low aspiration levels for learners from families

address	
Projected spending	Salaries £8,000 Total - £8,000

Measure	Activity and Expected Impact
Priority 1 <ul style="list-style-type: none"> To provide cultural experiences to learners who might not be able to access these. 	Learners access cultural experiences as part of their learning journey, and curriculum map, including themed days, themed weeks, and educational visits. Learners have access to cultural experiences including, activity weeks, residentials and end of Key stage celebrations. <ul style="list-style-type: none"> Learner voice Progress data Behaviour and attendance data Parent voice PASS data
COVID mitigating action – Priority 1 <ul style="list-style-type: none"> A range of cultural experiences will enhance learner social experiences. These experiences will be virtual or appropriate for the current covid situation. Experiences will include themed days, external visitors, virtual tours and virtual experiences. 	
Priority 2 <ul style="list-style-type: none"> To provide structured social activities to enhance learners social and interaction skills. 	Learners have the opportunity to access lunch time clubs and after school clubs. Breakfast club gives learners the opportunity to socialise with their peers. Fun Box Jo sessions promote interaction and communication skills. <ul style="list-style-type: none"> Learner voice Progress data Behaviour and attendance data Parent voice PASS data
COVID mitigating action – Priority 2 <ul style="list-style-type: none"> Pastoral breakfast clubs with support learners with targeted support, and give them the opportunity to explore their well-being and interaction skills with a trusted member of staff. FunBox Jo will be virtual, and therefore more learners can access this intervention. The PASS survey will continue to be completed in classes, supported by teaching staff. 	
Priority 3 <ul style="list-style-type: none"> To provide strategies to support and ensure accessibility to learning. 	Learners have access to OT as part of their curriculum offer. Learners will be supported through assessments, interventions and equipment used to support learning. <ul style="list-style-type: none"> Progress data Behaviour data PASS data Parent voice Learner voice
COVID mitigating action – Priority 3 <ul style="list-style-type: none"> Occupational Therapist will work in 1 bubble per term in KS3. OT will provide virtual CPD and Q&A sessions for staff. OT will provide drop in sessions as part of parent group. 	
Barriers to learning these priorities address	<ul style="list-style-type: none"> Learners lack of access to enrichment activities. Learners lack cultural experiences. Learner's social and emotional development of learners effects their confidence and self-esteem.
Projected spending	FunBox Jo £4500 OT £7,740

	OT Resources £2,000 Cultural Experiences £10,000 Pastoral interventions £2,500 Total – 26,740
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Monitoring and implementation

Area	Challenge	Mitigating action	Challenge - COVID	COVID mitigating action
Teaching	Ensuring enough time is allocated for CPD in the calendar. Time to embed strategies and time for experienced teaching staff to support new and newly qualified staff.	Use of department time, and twilight session time.	Staff teams are working in bubbles, therefore new staff do you not have access to all relevant experienced staff.	Virtual department meetings and the use of teams for information and resource sharing.
Targeted support	Ensuring enough time for intervention HLTA's to meet with department leaders. Time for intervention HLTA's to feedback to department leaders.	Use department time. Use data meeting time to meet with department leaders and senior leaders.	Intervention staff are working in bubbles, and are not able to do 1:1 interventions. Intervention HLTA's do not have access to department leaders to meet and discuss.	Virtual department meeting designated to intervention and testing.
Wider strategies	Engaging families with the cultural experiences of their children.	Invite parents into school after a cultural visit/activity to share the learning and impact of the experience.	Learners are not able to attend any visits or activities with the current COVID risk assessment.	All cultural experiences where appropriate will be shared on social media so that parents can engage with what the learners have experienced.

Appendix

£7,000 for unforeseen circumstances

CPD

- Isabella Wallace – Talk Less teaching
- Jenny Knocks – Trauma and attachment
- AW/SY – OT/SALT
- Landgate – EYFS
- LH/ DW – Sensory, Attention Autism
- EW – CPD on revision skills for staff/support learner's wellbeing.