



Oaklands School

Accountability for Pupil Premium

Reviewed Sept 2019

The Pupil Premium

The Pupil Premium is a Government initiative that provides additional funding for pupils currently entitled to Free School Meals (FSM) and those that have been entitled to FSM at any point in the last 6 years. The pupil premium is also available to children in care (CiC) who have been continuously looked after for the past 6 months. Pupils who have parents in the armed forces are also entitled to an additional amount of money. For 2015/16 additional funding is provided for Post Looked After Children (adopted from care) pupils. At Oakland's School we will use this additional funding to ensure continued progress and attainment for pupils as identified above. We will strive to ensure our FSM, CiC and service children, 'close the attainment and progress gap' between themselves and Non- FSM, CiC and service pupils.

The Pupil Premium in financial year 2014-15 was an additional £935 for each eligible FSM pupil, £1,900 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£73,955**.

The Pupil Premium in financial year 2015-16 was an additional £935 for each eligible FSM pupil, £1,900 for Post Looked After Children (adopted from care) pupils, £320 for service children. Total allocation is **£72,115**.

The Pupil Premium in financial year 2016-17 was an additional £935 for each eligible FSM pupil, £1,900 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£72,175**.

The Pupil Premium in financial year 2017-18 was an additional £935 for each eligible FSM pupil, £1,900 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£86,590**.

The Pupil Premium in financial year 2018-19 was an additional £935 for each eligible FSM pupil, £2,300 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£86,590**.

The Pupil Premium in financial year 2019-20 is expected to be an additional £935 for each eligible FSM pupil, £2,300 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£84,150**.

Provision

At Oakland's School we are committed to providing effective resources, strategies and support to improve the academic outcomes for disadvantaged pupils.

In order to improve the outcomes the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils entitled to the pupil premium.

We aim to secure the highest possible attainment for every pupil. In order to achieve this our practice is focused on closing all gaps that may occur between disadvantaged children and others. Our aspirations are high for all our pupils. In order to improve their employability and realise their ambitions we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes. We ensure that teaching, learning and progression opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure that the Pupil Premium funding is used to support any pupil or groups of pupils the school has legitimately identified as being 'disadvantaged'. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

The range of provision may include:

- Additional staffing to facilitate pupils access to education and the curriculum including alternative curriculum support and interventions;
- Additional teaching and learning opportunities e.g. Sports Coach
- Purchase of ICT - I-pads/whiteboards using different technologies to support learning;
- Funding for Rewards/Snack Programme;
- Residential and Educational Trips, visits and School Choir activities;
- Individual packages of support for emotional wellbeing including additional Counselling time;
- Vocational activities including motivational work placements.

Reporting

A report to the Governing Body to include:

- The progress and attainment of pupils entitled to the pupil premium and progress made towards 'closing the gap.'
- An outline of the provision and approximate cost for the academic year.
- An evaluation of the provision and the impact upon progress, attainment and other measurable outcomes such as improvements in attendance and behaviour.

Oakland's School – Use of Pupil Premium 2018/19

Number on whole school roll (NOR): 165

Age range: 11-17

Free School Meals (FSM): 54%

Pupil Premium Funding for 2017/18: £86, 590

Overview of Pupil Premium – 2018/19

The toolkit below is designed to give an outline of the programmes we have in place to diminish the differences and the intended impact of the programmes. The toolkit also considers the impact we get from an initiative alongside the bank of research provided by the Educational Endowment Foundation (EEF). It is important to note that the initiatives and interventions outlined in the toolkit are very specific to the contexts of Oakland's School and therefore we do, in some cases, find the impact we gain from an initiative is at odds to that of the EEF. At Oakland's School we believe that the primary intervention to diminishing the difference is outstanding teaching and you will see that this features within our toolkit. In addition to the drive for all teaching to be outstanding we have identified three key areas of development for us which are as follows:-

- Self esteem
- Academic intervention
 - Aspirations

We believe that this toolkit will provide the strategies to address the needs of our unique pupils in these three areas.

Activity	EEF Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding	Target funding	Projected Impact	Actual Impact
Support Staff/Interventions/ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	TB, PLS, SE	Bespoke ELSA sessions for individuals and/or small groups (depending on need and requirement). ELSA lessons will also be taught to form groups as part of the curriculum.	G	20,000		<p>For pupils to become emotionally healthy and to be prepared to fully access learning.</p> <p>To help pupils develop social skills and coping strategies (for anxieties) to effectively engage in learning.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p>	<p>Pupil response to PASS is positive at a whole school level.</p> <p>All pupils who accessed ELSA sessions displayed an improvement when analysing their entry and exit scores.</p>
Family Support Worker	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children the involvement of parents in their children's learning activities more intensive programmes for families in crisis. 	TB, EB	To support parents/carers and families to provide the required nurture and care for their children. To positively engage with parents/carers to share key information and to provide relevant guidance and support	G	20,000	1,000	<p>Positive attendance for the whole school and identified individuals.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p> <p>Positive feedback from parents/carers</p>	<p>Increase in whole school attendance and a decrease in the percentage of persistent non-attenders.</p> <p>Positive trend in pupil behaviour (including positive feedback from Ofsted, staff and parents)</p> <p>Positive feedback from parents has been received (via a questionnaire) of the effectiveness of the Family Support Worker role.</p>
ICT equipment (Interactive Whiteboards / I-Pads)	Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).	AR, WV, SLT	Alternative ways of communication and different ways of learning.	F	8,700		School set of iPads to support active teaching strategies in the classroom and extend the assessment process.	<p>Pupils use of ICT within the classroom has enabled staff to use more stimulating teaching strategies which has been seen within lesson observations.</p> <p>A number of pupils now access assisted technology to support their learning.</p>
Additional Counselling intervention	On average, SEL interventions have an identifiable and significant impact on attitudes to learning,	TB, EB	Individual packages of support for	G	10,000	8,000	For pupils self-esteem and social wellbeing to have a positive effect on their	Using Pass surveys to measure positive learning experience at Oakland's.

	social relationships in school, and attainment itself (four months' additional progress on average).		emotional wellbeing are available.				school and home life. To improve their attainment, behaviour and attendance.	
Wellbeing/Mental Health Support	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	JK, SL	Completion of the Wellbeing Award. Number of interventions to support staff and pupils wellbeing (e.g. wellbeing week, breakfast support, school target focus)	A	4,000		Completion of the award. A positive regard to self and the school (both from staff and pupils). Maintaining high levels of attendance and behaviour.	Completion of the award. A positive regard to self and the school (both from staff and pupils). Maintaining high levels of attendance and behaviour.
Trips/ Visits/ Extra Curricular	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.	All Staff	To financially assist pupils to access away from home experiences offering a range of challenging activities	P	10,000		To enhance and enrich pupils' experiences of the world around them by providing residential and day trips, not just in their local community.	Pupils further develop their independence, literacy, communication and opportunities to learn outside the classroom. Including residential trips (Condover, Conwy, Redridge, camping).
Rewards/ Snack Programme	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	PLS/NB	Daily snack programme (fruit available) to ensure pupils are not hungry (i.e. ready to learn)	B	2,500		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance	Pupils have been rewarded for good attendance and behaviour in line with the new behaviour for learning policy introduced including theatre trips. Positive trend of behaviour attendance and pupil outcomes.
Rewards Programme half termly Rewards activities	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	NB, NOY	Weekly, half termly and termly reward activities. Recognition in weekly celebration assemblies.	A	6,000		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance. Successful pupil outcomes.	Pupils have been rewarded for good attendance and behaviour in line with the new behaviour for learning policy introduced including theatre trips. Positive trend of behaviour attendance and pupil outcomes.
Resources	Overall, changes to the physical environment of schools are unlikely to have a direct effect on learning beyond the extremes (i.e. once an adequate building standard has been achieved).	SE, PN	Study/Chill out room - ELSA	A	1,390		To enable an area for pupils self-esteem and social wellbeing to have a positive effect on their school and home life.	Sensory room now in operation with different sensory tools for pupils to access when anxiety levels are reaching a critical point, targeted pupils have integrated this into their daily school routines.

Motivational Work Placements	No EEF research	JB	Introduction of Vocational activities including motivational work placements	G & K	4,000		To improve pupil behaviour and attainment and experiences for a targeted set of pupils. To give targeted pupils a focus for when they leave Oakland's.	Pupils who have had this intervention have gone on to gain full time employment and become part of the local community.
			Total		86,590	9,000		

Pupil Tracking July 2018- Onwards and Upwards 2018 (Comparison of progress vs expectations for Core Subjects)

The data from the graph and table show a breakdown of progress for those pupils entitled to free school meals and those who are not.

The data shows that the majority of all of our pupils are making at least expected progress, and that there is no significant difference in the number of pupils below expected progress in either group.

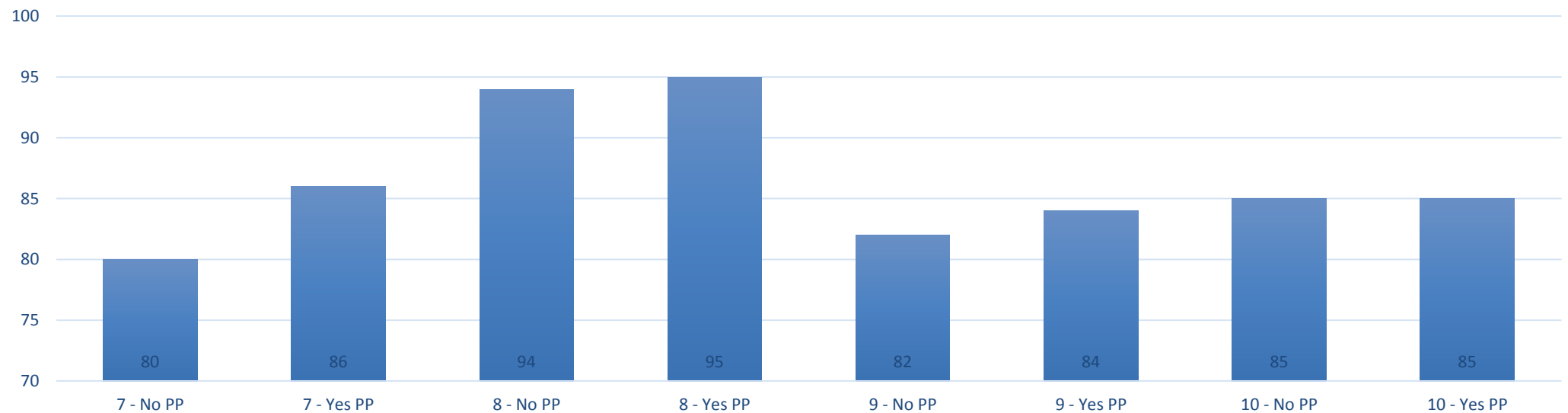
The data also highlights that our intervention program is having a positive impact.

The table shows data for all pupils within the two groups, for whom comparison was possible.

Pupil Premium Analysis

The following chart shows a progress comparison in the Core subjects. This shows that the students eligible for pupil premium are matching the progress of their peers.

% Students making expected progress or better, comparing students eligible for Pupil Premium with students who are not eligible



Y11 2017-2018

	Percentage of students making expected progress or better	
Pupil Premium	10/14	71%
Non Pupil Premium	10/15	67%

Projected allocation spend 2019/20

Activity	EEF Summary	Responsibility	Brief outline of	Categories	PP Funding	Target funding	Projected Impact	Actual Impact
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			initiative	of spend				
Support Staff/Interventions/ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	TB, PLS, SE	Bespoke ELSA sessions for individuals and/or small groups (depending on need and requirement). ELSA lessons will also be taught to form groups as part of the curriculum.	G	20,000		For pupils to become emotionally healthy and to be prepared to fully access learning. To help pupils develop social skills and coping strategies (for anxieties) to effectively engage in learning. Positive response to PASS (pupil questionnaire of attitudes to self and school))	
Family Support Worker/parental engagement	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children the involvement of parents in their children's learning activities more intensive programmes for families in crisis. 	TB, EB	To support parents/carers and families to provide the required nurture and care for their children. To positively engage with parents/carers to share key information and to provide relevant guidance and support	G	20,000	1,000	Positive attendance for the whole school and identified individuals. Positive behaviour being evident in school (Whole school behaviour reports, individual case studies) Positive feedback from parents/carers	
ICT equipment (Interactive Whiteboards / I-Pads)	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact.	AR, WV, SLT	Alternative ways of communication and different ways of learning.	F	8,700		School set of iPads to support active teaching strategies in the classroom and extend the assessment process.	
Additional Counselling intervention	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	TB, EB	Individual packages of support for emotional wellbeing are available.	G	8,000	8,000	For pupils self-esteem and social wellbeing to have a positive effect on their school and home life. To improve their attainment, behaviour and attendance.	

Wellbeing/Mental Health Support	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	JK, SL	Completion of the Wellbeing Award. Number of interventions to support staff and pupils wellbeing (e.g. wellbeing week, breakfast support, school target focus)	A	4,000		Completion of the award. A positive regard to self and the school (both from staff and pupils). Maintaining high levels of attendance and behaviour.	
Trips/ Visits/ Extra Curricular	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.	All Staff	To financially assist pupils to access away from home experiences offering a range of challenging activities	P	10,000		To enhance and enrich pupils' experiences of the world around them by providing residential and day trips, not just in their local community.	
Rewards/ Snack Programme	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	PLS/NB	Daily snack programme (fruit available) to ensure pupils are not hungry (i.e. ready to learn)	B	2,500		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance	
Rewards Programme half termly Rewards activities	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	NB, NOY	Weekly, half termly and termly reward activities. Recognition in weekly celebration assemblies.	A	6,000		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance. Successful pupil outcomes.	
Resources	Overall, changes to the physical environment of schools are unlikely to have a direct effect on learning beyond the extremes (i.e. once an adequate building standard has been achieved).	SE, PN	Study/Chill out room - ELSA	A	1,390		To enable an area for pupils self-esteem and social wellbeing to have a positive effect on their school and home life.	
Motivational Work Placements	No EEF research	JB	Introduction of Vocational activities including motivational work placements	G & K	3,650		To improve pupil behaviour and attainment and experiences for a targeted set of pupils. To give targeted pupils a focus for	

							when they leave Oakland's.	
			Total		84,150	9,000		