

Pupil Premium 2018/19

1. Summary information			
School	Oakfield School		
Academic Year	2018/19	Total PP budget	£43010
Total number of pupils	77 (as on September 2018)	Number of pupils eligible for PP	46 FSM 11 LAC Total- 57

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9 - 1 incl. EM	60% (3/5)	75% (3/4)
% achieving expected progress in English Reading (2017-18 only)	78% (31/40)	79% (15/19)
% achieving expected progress in English Writing (2017-18 only)	63% (25/40)	84% (16/19)
% achieving expected progress in Maths (2017-18 only)	80% (32/40)	84% (16/19)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Low levels of aspiration
B.	Social and emotional difficulties
C.	Lack of resilience
D.	Low confidence and self esteem
E.	Family conflict and social problems
F.	A narrow range of experiences

Desired outcomes	
A.	To support social and emotional development enabling disadvantaged children to learn effectively.
B.	To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support
C.	To accelerate pupil progress and raise attainment
D.	To broaden experiences and widen opportunities for children
E.	To develop the 'whole-child' by providing an enriched, holistic curriculum.

4. Planned expenditure

Purpose	Chosen action / approach	Intended Impact	Cost	Actual Impact
To help and support pupils with added emotional and social issues eg. loss of parents.	ELSA manager, three full time emotional wellbeing parental support assistant to work with a group of pupils throughout the week on Emotional Well-Being/Anger Management and Bereavement.	To improve attitudes to learning, reduce the risk of exclusion. Support to reduce the identified barriers to learning such as attendance, behaviour, welfare and safeguarding.	£6000 contribution	38/63 (60%) of the schools cohort attend EWB. In the 2018/19 academic year there was 43 fixed term exclusions- decrease of 7 from 2017/18 academic year . The attendance for the full year was 86.68%. The number of physical interventions per man day was 1.74 (403 incidents in 230 days).
Promoting social competence in children with social communication difficulties.	Lego intervention-purchasing of various Lego sets. The Lego intervention will utilizes the child's interests and strengths in order to elicit a willingness to collaborate and interact.	The development of the following skills: <ul style="list-style-type: none"> • Joint play rather than solitary play • Listening and attention • Turn taking • Language skills; commenting, requesting, questioning, developing key vocabulary • Negotiation and joint problem solving • Tolerance of participating in group activities • Fine motor skills • Self-esteem 	£1000	8 pupils have accessed and completed Lego intervention this academic term with LG.

<p>This effective way of working enables to ease anxieties in the household, safeguards children and links to agencies that can make a difference to the life of parents and carers. This helps the family home to become more emotionally stable.</p>	<p>Child Protection Co-ordinator/Multi Agency Additional Hours to cover support for parents and carers in the evenings, weekends and holidays and to provide links and support for all pupils</p>	<p>For pupils to receive emotional needs and support from parents in their own environment which breaks down the barriers to resist learning. This then helps the pupils to engage, learn and improve behaviour, attendance and attainment at school. The schools aim is to enable the students to become effective citizens, supporting society's ethos of British Values, as well as reaching their full academic potential. This aspect of our PP spend ensures that this work can be continued beyond term time.</p>	<p>£2000 contribution</p>	<p>Increased multi agency partnership work to support families and social care. Individual case studies of LAC's and priority families demonstrate this input positively.</p>
<p>Targeted support for students undertaking GCSE's June 2019</p>	<p>Learning Support Behaviour Mentors to support the teachers in the delivery of exam Revision Classes for core subjects lasting 6 weeks and also transport pupils to their home addresses.</p>	<p>75% of the year 11 cohort to gain 5 (1-9) including English and Maths.</p>	<p>£1500</p>	<p>2 pupils opted to attend revision classes for the Functional skills exams in Maths and English. 3 pupils opted to attend GCSE revision classes. Those pupils that did attend achieved higher grades overall than those that didn't attend. 75% of pupils achieved at least 5 GCSES including English and Maths.</p>
<p>A weekly phonics session for all KS3 pupils.</p>	<p>Lexia Programme Licence</p>	<p>To provide additional support for pupils underachieving in phonics, using a computerised programme. To improve and sustain pupil's achievement in KS3 (76% in 2017/18)</p>	<p>£1060</p>	<p>KS3 pupil progress 69% made at least expected progress in reading. KS3 pupil progress 69% made at least expected progress in writing.</p>

<p>To develop and enhance the schools SMSC across tutor times and themed days</p>	<p>To buy resources that allow for an exciting program of activities to take place on planned theme days.</p>	<p>The schools aim is to develop the whole child: Moral, emotionally, socially, culture as well as academically so they can become better citizens.</p>	<p>£9250 (£1250 per theme day- 7 in total). Thought box subscription £500</p>	<p>5 theme days have run successfully in 2018/19 academic year and a week of e safety activities during tutor time. All tutor groups have a designated SMSC activity per week.</p>
<p>To deliver additional academic support to targeted pupils</p>	<p>Additional staff to provide targeted support for pupils who are educated in the nurture provision.</p>	<p>The intended impact is that the gap between those who are entitled to pupil premium and those that aren't will narrow.</p>	<p>£10,000 contribution</p>	<p>In 2018/19, the school operated three nurture classes. 73% (11/15) of those pupil educated in a nurture setting was eligible for pupil premium funding. All the nurture classes have an additional LBSM to help break down barriers to learning and prepare pupils (Yr 7 class in particular) for learning.</p>

To provide targeted support for pupils with Dyslexia.	Dyslexia screening software. Staff training. Staff member to establish/identify which pupils show dyslexic traits.	To provide key resources and focused support for pupils showing dyslexic traits- Improved achievement for those pupils.	£420 staff training £1000 resources	All pupils have now been screened for dyslexia. The screening tool only gives indications that they have traits of dyslexia and to diagnose they have to be assessed by the Ed Psych (next step). SW has attended the following courses: <ul style="list-style-type: none"> • British Dyslexia Association - Practical Solutions for Dyslexia for Secondary and FE • British Dyslexia Association - Screening for Dyslexia (Pre 16) Weekly intervention sessions are now run by a Learning Behaviour Support Mentor to support these pupils.
To improve reading resources across the school.	Additional reading resources to support and encourage pupils with their reading	To improve pupils progress in reading (78% in 2017/18).	£1795	Reading pupil progress 60% of pupils made 2 sublevel of progress, of which 26% made 3 sublevels of progress.
To assist in the transition of the new Design Technology Curriculum.	Purchasing of new textbooks-Food and Nutrition Level ½. Additional resources to be purchased to allow for new project work to take place.	Year 10 pupils to start the Food and Nutrition course with the first examinations being in June 2020.	£1500	After trialling the new course in Food Technology (3 text books purchased) we changed accreditation to ASDAN Food wise as it better matched the pupils interests and ability levels. Product design- pupils have undertaken various project work including bird feeders, tables etc.
Class set of Ipads for the nurture provision	Purchasing of six Ipads that are to be used by the nurture provision (3 class groups to share). IPads to be used for academic use only.	Pupils to use IPAD's when appropriate within lessons to further the learning experience.	£1080	Ipads purchased and was booked out for academic use via LT. They are also used in the music provision/curriculum.

To develop the girls only PE provision.	Purchasing of equipment to allow for new sporting activities/lessons to take place. Specialist coaches to run session.	To raise girl's participation within class PE lessons, this will then impact on pupils progress (girls PE pupil progress 2017/18 33% 3/9 pupils). Target 75%	£1000	2x girls only PE in lessons have been incorporated into the school timetable. (9/11) 82% of the girls attend on a regular basis.
Hull active schools subscription	Subscription will provide Oakfield with the opportunity to give every child the chance to compete and represent the school in a variety of sports.	Pupils to be entered for cricket, rugby, cross country, football, dodgeball interschool competitions. Pupils will have the opportunity to work as a team in various sports and develop their skill set.	£405	Pupils have participated in a range of interschool competitions including <ul style="list-style-type: none"> • Goalball for 8 pupils KS3/4 at Costello • Boccia for 4 pupils KS3/4 at St Marys • New age Kurling 4 pupils KS3/4 at Hull University • Football for 3 pupils KS3/4 at Goals • Indoor cricket for 18 pupils KS3/4 at Nuffield • Indoor cricket finals for 9 pupils KS3/4 at Headingley, Leeds
To further develop the music provision	The acquisition of various musical instruments and the development of the music room. To transform the space to ensure it is fit for purpose.	To provide opportunities for pupils to participate in music activities and performance during rewards and residential.	£3000	Musical equipment's have been purchased so a larger scope of learning can take place- these include: <ul style="list-style-type: none"> • 9 Ukuleles bought • Set of hand percussion bought • keyboards and accessories (headphones etc.) • Left handed electric guitar bought • New drum sticks bought • Upright piano tuned
To provide focus on transition post 16 and support students with college application forms.	Work Experience/connexions Level 4 TA 6 hours per week	100% of year 11 leavers having a college/apprenticeship/work placement. This also provides opportunities for students to experience the workplace in Modern Britain and reflect on this before they reach statutory school age.	£2000	As of September 2019, 83% pupils have a college/apprenticeship/work placement.
Total budgeted cost			£ 43,010	

5. Additional detail

- The pupil premium allocation of money is based on pupil on roll in the January census. The money is received in the April of that year. The initiatives/strategies are implemented for the academic year (September-July). This is so impact can be measured based on pupils progress, exam results etc.
- DfE have confirmed Virtual School Headteachers in local authorities are responsible for the distribution and outcomes from the PP LAC funding. Expenditure is discussed during EPEP's.

