

Statement of Pupil Premium strategy – Oastlers School 2016-17

1. Summary information					
School	Oastlers School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2016-17	Total PP budget	£52,387	Date of most recent PP Review	09/01/2017
Total number of pupils	77	Number of pupils eligible for PP	65	Date for next internal review of this strategy	March 2017

2. Current attainment (*the data does not include the current Year 7 set)		
	Pupils eligible for PP (51)*	Pupils not eligible for PP (10)*
% achieving good or strong progress in English	78% (40)	60% (6)
% achieving good or strong progress in Maths	77% (39)	30% (3)
% achieving good or strong progress in Science	77% (39)	70% (7)
% achieving 5 or more grade A-G GCSE (2015/16 results)	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Achievement on entry generally is significantly well below expected levels
B.	Social and emotional challenges that are long term and complex
C.	Mental health challenges that are long term and complex
D.	Chronologically functioning well below the age-related expectations
External barriers	
E.	Social deprivation: long-term poverty and low future aspirations

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Significant improvement in steps and academic achievement	Learners make, at minimum, good (1 step) progress but many to make strong (>1 step per annum) progress in order to close/narrow the gap.
B.	Fully participating and functioning in the local and wider community.	Accessing plentiful socially valuable experiences, which in turn will increase self-esteem, confidence and skills (practical and social) that contribute to employability, access to FE and training opportunities ensuring full participation in community life. No involvement in anti-social behaviour or offending behaviour.
C.	Our preventative therapeutic model sees a reduction in the necessity for Tier 3 or Tier 4 services.	Positive mental health and well-being. Prevention of full scale mental health difficulties and requirement of Tier 3/4 intervention.
D.	Significant increase in literacy and numeracy skills	Learners make, at minimum, good (1 step) progress but secure strong (>1 step per annum) progress in order to narrow the gap. All learners to at least have functional English and Numeracy skills.
E.	Ensuring that the school works in a multi-professional community in order to signpost families to early intervention services through our multi-agency working.	Targeted families are receiving 'Early Help' and thus reducing the risk of long term or chronic difficulties and further crisis. Clear pathways between home and school and access to wider support agencies. Families effectively signposted to Early Help services in a timely manner,

5. Planned expenditure					
Academic year		2016-17			
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?
Robustly coordinated core curriculum ensuring accurate moderation and a greater accountability of Heads of Departments.	Appointment of Lead Practitioner: £4000.00	School data indicates the need for a robust and consistent approach to narrowing the gap. The Lead Practitioner is a Subject Leader in Education and has the skills to ensure the highest possible standards.	This will be monitored by the Senior Leadership Team.	ES	Termly
Children to enjoy richer learning experiences through the provision of residential opportunities including trips and visits.	Residential opportunities; trips and visits: £3795.62	Introducing learners to, and raising awareness of the European Community through opportunities for deeper learning which are often subject led. For example, trips to Ypres and Auschwitz or other similar experiences outside of the norm but take learners well beyond their comfort zone.	Robust risk assessments and a high uptake, and repeat uptake, to the successful and incident free events showing parental and carer confidence.	LB	Ongoing
Total budgeted cost					£7,795.62
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?
Target all learners who are currently functioning at less than a step 2.5 to make accelerated progress to make at least one step progress per annum along with their more able peers.	Recruitment of an Assistant SENCO and the opening of the Literacy and Numeracy Workshop to provide 1:1 targeted intervention: £2665.	To provide individualised and specific 1:1 support to break the cycle of repeated and/or perceived failure particularly in front of peers. The provision also provides an opportunity for the Assistant SENCO to drill down into the individual's learning needs.	Carefully monitored weekly by the SENCO, reporting to SLT and linking with the learner progress meetings led by the Lead Practitioner.	FG/ SOA	Weekly

To support learners who are emotionally dysregulated into a position to access learning.	Provision of support within the Sanctuary: £3200.00	Through the provision of a 'Safe Space' and counselling, learners have the opportunity to reflect on their situation and agree strategies for coping with it in order for them to be in a position to access the classroom. The Sanctuary provides a space for wider reflection and Restorative Justice to once again provide an opportunity for children to move on from crisis through the cycle of repair experience.	Monitored by the OASIS group with referrals coming through the Safeguarding group. In turn these feed into SLT.	FG/PP	Termly
Provision of new opportunities through music.	Extensive peripatetic offer £7966.67	Introduction of a new skill leading to accreditation and possible career prospects. Music is known to improve self-esteem and strengthens learners ability to work with others. Music provides opportunities for performance and composition and offers therapeutic benefits.	Supervised by the Key Stage 3 Head and the Music subject leader.	DB	Weekly
Ensure that learners are able to access an enhanced curriculum offer in addition to what the school can provide.	Commission of a small number of preferred providers: £1066.50	To provide learners with opportunities to enhance practical and vocational skills the school is unable to provide. Provide further opportunities to access local FE providers as part of individual career pathways to prevent NEET post 16.	The schools Study Programmes Leader will monitor and track progress and liaise fully with the providers. Report to SLT termly.	LH	Termly
Total budgeted cost					£14,898.17
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?
Continue to engage learners throughout the summer break.	Summer school: £10086.24	Learners rarely return to school positively after the long summer break. Learning is often forgotten and attitudes dip. The provision of summer school activities continue the much needed routines as well as access to supervised activities, positive experiences, healthy eating and lifestyles and support to parents/ carers.	Well-staffed with robust risk assessments, access to transport, provision of varied and exciting activities that motivate with high attendance rates.	SA	September (annually)

Provision of further opportunities for team-building and the development of social skills.	Outdoor Education: £1785.00	Oastlers learners find it very difficult to work collaboratively, they require the provision of regular opportunities to work in groups taking part in activities that nurture team building skills, independent learning and structured risk taking activities to help them develop much needed life skills.	This will be supported by experts (Bradford Outdoor Education) monitored by our PE lead.	SR	Annually
Increasing the political awareness of young people and encouraging them to take part in democratic processes allowing their voices to be heard and influence policy and change.	The school council and the school radio to capture learner voice and bring about positive change in the school community: £5000.00	Learners have negative experiences of the wider community hearing or appreciating their views. Some are unable to express views or opinions and many lack critical thinking skills. The provision of the council and related activities that actively seek out and value learner voice is important so that they come to appreciate how to speak to others, how to influence change and how to communicate effectively.	Effective and well represented school council that feeds into the school community. Work will be completed through Citizenship/PHSCE and BCB Radio.	SS/ DC	Ongoing
Timely response and support to family and learner crises	Provision of a full-time Education Social Worker, Child Protection Lead and Home School Liaison Officer: £4182.32	Learners and their parents/carers are frequently in crisis. Evidence indicate the high volume of child protection and causes for concerns that require an immediate response to prevent further escalation. Learners with poor attendance rates require intense management to break negative cycles. A dedicated response from the school is necessary to ensure high standards are maintained.	The provision of a highly skilled, experienced ESW to undertake CP lead. Report to SLT. Take part in OASIS and Safeguarding Group.	JT	Termly
Access to therapeutic support and intervention.	Increase therapeutic interventions to include; <ul style="list-style-type: none"> • Talking therapies • Physical therapies • Relaxation therapies £4565.75	Learners come into school daily in crisis. It may be triggered from home, because of difficult relationships, anxiety, fear, anger and many other factors that dysregulate. These need addressing immediately. The provision of 'Talking Therapies' are accessible immediately and include counselling, hypnotherapy, play therapy or art therapy. For learners who require longer term therapeutic intervention to keep individuals on track and help with formulating longer term coping strategies the provision of access to Talking Therapies may need to be supported by some of our Relaxation Therapies such as Yoga, Tai Chi or simple massage.	Therapists provide termly reports to SLT	Various	Termly

		<p>For our more active learners who have high energy levels we will be introducing Rebound Therapy.</p> <p>The school recognises the need for developing further therapeutic responses to individual child need and continues to seek out therapies to add to its developing menu.</p>			
Improve emotional and physical wellbeing	Down to individual need: £2287.39	In order to meet individual circumstances, we have identified a small amount of the Pupil Premium grant to meet need. This may include access to the schools hair and beauty room to help improve self-care skills.	<ul style="list-style-type: none"> • Children accessing work experience. • Attending school in full uniform • Access to the Hair and Beauty room for personal hygiene. 	FG	Weekly
Total budgeted cost					£27,906.70

6. Review of expenditure				
Previous Academic Year		2015/16 – Allocation £114,825 (including carry forward balance)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Greater opportunities to develop independent learning and to develop and improve ICT skills.	Creation of a brand new multi-media centre for access to the library, ICT equipment, electronic gaming equipment, interactive displays and portable devices.	<p>The multi-media centre is now in place with high quality resources. All learners access the space with particular success using Apple Macs. It is a vibrant and well-resourced teaching area that is used flexibly.</p> <p>Going forward there are plans to enhance it further.</p>	<p>Furniture does need to be more robust, there has been some accidental damage to chairs. The space has been perceived as something of a 'walk through' at times.</p> <p>There have been some missed opportunities, however, review and evaluation have addressed any concerns.</p>	£5695.84

<p>Learners to benefit from richer learning experiences through the provision of residential opportunities including trips and visits.</p>	<p>Residential opportunities; trips and visits</p>	<p>The venues below are those funded through Pupil Premium and include a sports visit to the Hull KR stadium; an army residential to Catterick; a trip to the Globe Theatre, Year 7 and 9 Residential to Coniston and a whole school day out at Flamingo Land.</p> <p>Learners have accessed a wide range of trips and residentials and there have been no concerns or incidents to report. Learners lives have been greatly enhanced by the learning experiences.</p>	<p>Probably our most successful enterprise, impacting not only on children but their families/ carers as well.</p> <p>We remain selective as to which external transport provider we commission. The use of reliable companies is paramount to the success of our trips and visits.</p>	<p>£10845.41</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>Improved literacy skills.</p>	<p>Newly refurbished library to offer a more enjoyable reading experience and the purchase of a significant number of books and a class set of Kindles which improved our library provision.</p>	<p>Library was successfully refurbished with new and exciting resources. This is now an additional teaching space. Books and Kindles are widely used with learners enjoying reading and improving their literacy skills.</p>	<p>The popularity of the Kindles imply that further exploration of access to literacy through electronic devices may be the way forward.</p>	<p>£4361.14</p>
<p>Creation of a 'Safe Space'.</p>	<p>Sanctuary</p>	<p>The Sanctuary continues to be one of the most important 'safe spaces' in school for the provision of reflection, Restorative Justice and 1-1 counselling. Our messages, tweets and reflective logs provide ample evidence to support the value our learners place on support through counselling. Learners are able to self-regulate in this space and return to class calm and collected.</p>	<p>Managing the volume of referrals to Sanctuary is important to keep the space available for different levels of intervention. There are now bookable appointments, individual and group sessions and self-referral/drop in sessions but this needed to be carefully planned as the Sanctuary is enormously popular and required by the vast majority of learners in school. Keeping both the space and staff protected is paramount to keeping the service successful.</p> <p>A second counsellor in this area would be beneficial, such is the demand.</p>	<p>£4950.00</p>

Provision of new opportunities through music.	Extensive peripatetic offer to include a wide variety of instruments.	Introducing a wide range of instruments into school has resulted in over half of our learners taking part in music of some sort. Tuition taking place includes: guitar (classical, electric and bass), drums, including samba and steel pan, keyboard, voice, trumpet and trombone. Singing is new to the offer but with positive take up. Our aim to work towards being a music specialist school.	It has been challenging to tutor learners towards an accredited outcome as yet they still change their minds and try new instruments. While those playing brass instruments have passed accreditation we wish to widen this and capture more learners securing grades and greater participation in performance as they often lack the confidence to do this, despite talent.	£8764.17
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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Continue to engage children in learning throughout the summer break.	Summer school	Learners feedback was highly positive with excellent attendance at the summer school and an improved offer. Activities were on and off site and those attending were happy to be involved with one suggesting 'while I was here I was not in trouble'.	We will certainly continue to offer summer school and continue to build upon the successful activities. Children enjoyed outdoor activities rather than indoor but 2015 was a good year for weather conditions. Interestingly, children enjoyed the simplest of things such as the BBQ or playing in the parks. We will ensure this simple approach is adhered to next year.	£8000.00
Providing further opportunities for team-building and the development of social skills.	Outdoor Education; Dance lessons outside school; snowboarding lessons	Outdoor Educations remains highly successful and groups of learners have benefitted from team building opportunities that have successfully brought together children who are often in conflict with each other. Individuals have been able to access additional after school activities such as dance lessons or snowboarding. The impact of increasing self-esteem is evident as talents are identified and supported when they otherwise may not be realised due to financial restrictions at home.	Oastlers school considers any individual request for support and will continue to do so in the future. The school believes in nurturing individual talent.	£2696.14

<p>Timely response and support to family and learner crises</p>	<p>Provision of a full-time Education Social Worker who is also the school's Child Protection Lead and Home School Liaison Officer</p>	<p>Situations that are urgent, that involve child protection, causes for concern or situations that are barriers to learning need to be dealt with immediately. If not, learners become pre-occupied with them and are unable to access learning. Evidence clearly indicates the need for professional intervention both in school, at home or indeed through liaison with multiple agencies which is the key to the success of the school. Data strongly indicates the necessity for the support of the school's social worker. Attendance is high due to much of her input and strategies for ensuring good attendance for children who previously had poor attendance.</p>	<p>Arranging clinical supervision has been challenging though now in place. The work of the social worker is highly demanding and as such it requires excellent support.</p> <p>At times there is a need for more staff to support this vital work, for home visits for example. This has been made possible through flexibility of colleagues in school but if finances would allow, a second person in this area would be beneficial.</p>	<p>£4950.00</p>
<p>Learners have immediate access to therapeutic support and intervention.</p>	<p>Increase therapeutic interventions to include;</p> <ul style="list-style-type: none"> • Talking therapies • Physical therapies • Relaxation therapies <p>£4565.75</p>	<p>In order to support evident mental health difficulties, the school has put into place a number of therapeutic interventions to support individuals. The therapists have supported numerous children with positive outcomes but the offer will need to continue developing to meet individual needs.</p>	<p>It has been difficult to measure the impact of therapeutic interventions in a wider context but we do see improvements of conduct in school and coping strategies. Some children require long term mental health support.</p> <p>The school will continue to offer therapies but does hope to seek greater collaboration from local specialists such as CAMHS for the future.</p>	<p>£7319.95</p>
<p>Prevention of anti-social behaviour and reduction in offending behaviour.</p>	<p>Safer Schools Officer and anger management for the learners.</p>	<p>Learners have certainly viewed the presence of a police offer positively and as such the barriers between our communities and the police have been broken down, trust has been instilled and confidence which can only benefit all both in and out of school. There is little anti-social behaviour in school and there are few serial offenders as the safer schools officer has been able to work intensively on individuals about the consequences of offending behaviours.</p>	<p>A change of officer has been disruptive so the appointment of a new safer schools officer is much anticipated.</p>	<p>£5300.00</p>

Raising awareness of sexual health.	Commissioning the Men's and Boys Sexual Health Team	Sexual health of men and boys (including sex education) is an area our learners have missed in their previous settings due to disruption and often non-attendance. Making sure our learners accessed high quality guidance and information was sought from the NHS Trust specialist team.	This is an action we would continue with going forward as the team had the expertise, resources and ability to guide our complex learners through this essential learning.	£2082.33
Promotion of healthy eating and healthy lifestyles.	Adopt a Chef	We know many of our learners prefer fast foods and quick meals not appreciating the risk to health and well-being if consumed on a regular basis. The course provided by the 'Adopt a Chef' ensured high standards were adhered to in the food technology room and taught components included: food hygiene, balanced diet, food groups and food for life. Learners and parents were equipped with the skills and understanding for a healthy lifestyle.	This successful course should be more available, annually, to recap and consolidate taught elements for success reminders. While the school has adopted much of the chef school vision, learners would benefit from being in the company of professional chefs regularly as it serves as a role model for the future.	£1950.00
Create positive play spaces.	Educational games playground markings.	Younger learners particularly benefited from the creation of play space markings that have enhanced play time fun and encourage social experiences.	The school will further enhance this provision as soon as it is able. Next steps could include larger play equipment such as swings/slides/ further seating going forward.	£1390.00
Ensure greater understanding of attachment issues.	Attachment Disorder full staff training.	Since many of our learners have attachment difficulties our approaches, once explored through this valuable training, meant staff could further meet need.	Training around attachment issues needs to be annual in order to ensure all staff are fully refreshed on this subject matter.	£460.00
Improve emotional and physical wellbeing.	Down to individual need	In order to meet individual circumstances, we have identified a small amount of the Pupil Premium grant to meet need. This may include access to the schools hair and beauty room to help improve self-care skills.	The school continues to explore all reasonable requests on behalf of individuals and will continue going forward.	£3784.09

7. Additional detail

Pupil Premium is a very valuable resource at Oastlers School. It not only supports learning, it supports essential development in social, emotional and mental health challenges. The school is very clear that without support for these vital issues, our learners would not be in a position to learn. Mental health in school is multi-faceted. Learners suffer from a range of difficulties including: anxiety, attachment issues and depression. The list is not exhaustive. The provision of resources and skilled personnel allow children to exist in a safe space that helps them come to terms with personal difficulties, equip them with coping strategies and then be in a position to enjoy learning for learning's sake. Previously, their personal difficulties have been barriers to learning and have created gaps. This is the focus of the school and with the help of Pupil Premium we have been able to provide targeted support to narrow those gaps. Following a gradual start in receiving the funds early in the school's life, we are now fully benefiting from the grant and we are seeing rapid gains in outcomes for those in receipt of it.