

## Statement of Pupil Premium strategy – Oastlers School 2017-18

1. Summary information					
School	Oastlers School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2017-18	Total PP budget	£121,813.33 (Inc. £28,585 c/fwd. & anticipated £17,721 LAC funding)	Date of most recent PP Review	24/04/2018
Total number of pupils	87	Number of pupils eligible for PP	71 (82%)	Date for next internal review of this strategy	Oct 2018

2. Current attainment: (last updated March 2018)		
	<i>*numbers correct at the time of the data trawl</i>	
	Pupils eligible for PP (67)*	Pupils not eligible for PP (10)*
% achieving strong or stronger progress in English	61% (41)	80% (8)
% achieving strong or stronger progress in Maths	69% (46)	70% (7)
% achieving strong or stronger progress in Science	51% (34)	100% (10)
% achieving 5 or more grade A-G GCSE (2016/17 results)	100%	100%

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
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 disturbance that are long term and complex
D.	Chronologically functioning well below the age-related expectations
<b>External barriers</b>	
E.	Social deprivation: long-term poverty and low future aspirations

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Significant improvement in steps and academic achievement	Learners make strong (1 step) progress but many to make stronger (>1 step per annum) progress in order to narrow the gap.
<b>B.</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.
<b>C.</b>	Our preventative therapeutic model sees a reduction in the necessity for Tier 3 or Tier 4 services.	Positive mental health and emotional well-being. Prevention of full scale mental health disturbance and requirement of Tier 3/4 intervention.
<b>D.</b>	An increase in A-C, GCSE achievement in English and mathematics.	Learners make strong (1 step) progress but secure stronger (>1 step per annum) progress in order to narrow the gap.
<b>E.</b>	Ensuring that the school works in a multi-professional community in order to signpost families to early intervention services through our multi-agency working.	Families in need 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**      **2017-18 (£104,092 currently available)**

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?
Embed English skills across the curriculum.	Improve reading skills through the use of Lexia and IPad technology and the purchase of additional library books, for daily reading exercises: £2,620.	Evidence is suggesting that learners still have gaps in reading and literacy skills. In order to narrow the gap, the school must: <ul style="list-style-type: none"> <li>• improve reading skills.</li> <li>• improve writing skills.</li> <li>• improve overall literacy skills in order that learners are well prepared for GCSE outcomes.</li> </ul>	English, specifically reading, will be timetabled for 40 minutes per day using Lexia as a medium for further developing and consolidating basic literacy skills in a fun way. We will know that learners are making progress by analysing data collections which will inform improvements of learner outcomes.	ES & SW	Half termly.
Improve specialist subject knowledge, specifically in English, through school to school partnerships and high quality CPD.	All staff involved in the teaching of English and basic literacy skills require further high quality training to equip them with specialist skills in order to make sure that children learn well in English: £1,000.	School has identified significant gaps in skills at Key Stage 3 that require specialist intervention.  In order to support our less able and our more able learners to develop higher order skills our staff also need to access specialist training.	<ul style="list-style-type: none"> <li>• Purchase external courses specifically aimed at English across all Key Stages and phases.</li> <li>• Provide staff with the opportunities to network into mainstream primary and secondary school.</li> </ul>	ES & SW	Ongoing.

Embed mathematic skills across the curriculum	Improve mathematic skills through the use of creative, solution focused mathematical activities. This will involve accessing specialist maths software and resources to further support consolidation of basic skills so that learners can apply knowledge to everyday situations. £2,620.	Evidence is suggesting that learners still have gaps in their mathematical knowledge. In order to narrow the gap, the school must improve overall numeracy skills to ensure that learners are well prepared for GCSE outcomes.	We will know that learners are making progress by analysing data collections which will inform improvements of learner outcomes.	ES & PG	Half termly.
Improve specialist subject knowledge, specifically in mathematics, through school to school partnerships and high quality CPD.	All staff involved in the teaching of mathematics and the basic numeracy skills require further high quality training to equip them with specialist skills in order to make sure that children learn well in mathematics: £3,000.	School has identified significant gaps in numeracy skills at Key Stage 3 that require specialist intervention.  In order to support our less able and our <b>more</b> able learners to develop higher order skills our staff also need to access specialist training.	<ul style="list-style-type: none"> <li>• Purchase external courses specifically aimed at mathematics across all Key Stages and phases.</li> <li>• Provide staff with the opportunities to network into mainstream primary and secondary school.</li> </ul>	ES & PG	Ongoing.
The introduction of a brand new accredited course in Music Technology.	Specialist training in music technology. £2,000	Learners enjoy creative music. They are keen to develop skills and techniques more relevant to their social context. The rationale is to accredit outcomes to widen future opportunities and raise aspiration in the technological world.	<ul style="list-style-type: none"> <li>• Timetabled and optional for years 9-11, leading to a BTec qualification.</li> </ul>	GM	Ongoing
Total budgeted cost					<b>£11,240.00</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Target those learners who are currently functioning at less than step 2.5 in order to accelerate progress to achieve at least one step progress per annum to bring them in line with their more able peers.	To provide 1:1 targeted intervention outside of school and within the Literacy and Numeracy Workshop accessing specialist software and specific interventions: £7,000.	Evidence suggests that lower ability groups need to make better progress in literacy and numeracy and our more able learners need to be further challenged.  We require all our learners to make at least strong progress, or stronger progress to ensure rapid gains in core subjects.	The school is to implement a raft of additional resources, time and training to elevate English and mathematics. The School Development Plan outlines in detail the whole school focus on improving outcomes in literacy and numeracy. Data collections will inform improvements of learner outcomes.	ES/ SW	Half Termly
Provision of new opportunities through music which is acknowledged supports learners in the development of numeracy and literacy skills.	Extensive peripatetic offer to include a wide range of instruments: £12,625.	There is an increase in interest in music, both for its learning benefits as well as its therapeutic benefits, we have acknowledged increase in skill. For a high number of pupil premium learners, there is the very real possibility of accredited outcomes.	<ul style="list-style-type: none"> <li>• Through the commissioning of highly skilled practitioners.</li> <li>• Through registering the school with relevant awarding body's.</li> <li>• Through regular review.</li> <li>• Through the promotion of music in school., raising its status.</li> </ul>	DB/ GS/SH	Ongoing
To support learners who are emotionally dysregulated into a position to access learning.	Provision of support within the Sanctuary: £4,000.	Through the provision of a 'Safe Space' and counselling, learners have the opportunity to reflect on their emotional distress 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 and back into learning.	The schools robust safeguarding procedures will ensure the right learner accesses the right level of support in a timely manner.  Once accessing therapeutic support, the safeguarding procedures monitor and track progress.	FG/ PP	Termly
<b>Total budgeted cost</b>					<b>£23,625</b>

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The school has a duty to support learners to understand the consequences of offending behaviours. Many of our learners are at risk of anti-social behaviour so the need to explore rights and responsibilities is paramount in order to reduce, or eliminate, criminality.	Full-time Safer Schools Officer: £4,000.	There is evidence that suggests many of our learners are involved in risk taking behaviours. The recruitment of the schools Safer Schools Officer has meant many difficult issues are responded to quickly and efficiently thus reducing escalation and possible offending outcomes. There is work to do to repair fractured relationships between complex families and the police agency thus reducing Anti-Social Behaviour.	Recruitment of a highly qualified and experienced detective police presence in school, available to deal with conflict resolution.	CW	Feb 2018
To ensure the school remains a safe and calm environment for the learners	MAPA training: £5,000	The Introduction of MAPA de-escalation strategies through training of the full staff team.	Whole school approach linked to the Nurturing Schools Award. Lead by SLT and the Behaviour Manager. Introduction of a whole school policy for consistency.	SLT	Annually
Learners to benefit from wider learning experiences through the provision of residential opportunities.	Outdoor Education and Residentials: £7,985.	Learners need to: <ul style="list-style-type: none"> <li>• Develop personal, social and emotional wellbeing in order to develop new skills, citizenship, rights and responsibilities, essential life skills and team building.</li> <li>• Reduce involvement in Anti-Social behaviour.</li> <li>• Acquire new learning opportunities.</li> <li>• Apply learning in an abstract context.</li> </ul>	Continue to work closely with the specialist outdoor education team who have the skills and resources to ensure that the experience is of the highest quality.	SR and SW from the Outdoor Ed. Team	Feb 2018
The prevention of anti-social behaviour during the holiday.	Summer School Activities: £3,000	School will aim to prevent anti-social behaviour through the development of team building activities, resilience, emotional well-being and experiential learning.	Offer of activities to attract attendance. Run by skilled staff who have positive relationships with learners. Clear, organised activities overseen by the Behaviour Manager.	IK	N/A

Timely response is needed to support family and learner crises so that children can then re-focus on learning.	Provision of a full-time Education Social Worker, Child Protection Lead and Home School Liaison Officer: £4,000.	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
Learners demonstrate a lack of or poor levels of emotional resilience.  Access to therapeutic support and interventions help to develop resilience skills.	Increase therapeutic interventions to include; <ul style="list-style-type: none"> <li>• Talking therapies</li> <li>• Physical therapies</li> <li>• Relaxation therapies</li> </ul> £19,323.	<ul style="list-style-type: none"> <li>• 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, play therapy or art therapy.</li> <li>• 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.</li> <li>• For our more active learners who have high energy levels we offer Rebound Therapy.</li> <li>• 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, including clay work.</li> </ul>	Therapists provide termly reports to SLT	Various	Termly
Some learners require specific or bespoke support so they can access learning.	Down to individual need: £3,000.	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"> <li>• Children accessing work experience.</li> <li>• Attending school in full uniform</li> <li>• Access to the Hair and Beauty room for personal hygiene.</li> <li>• After school activities such as archery and football.</li> </ul>	FG	Weekly
<b>Total budgeted cost</b>					<b>£38,323</b>

6. Review of expenditure				
Previous Academic Year		2016/17 – Allocation £114,785 (including carry forward balance)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Robustly coordinated core curriculum ensuring accurate moderation and a greater accountability of Heads of Departments.	Appointment of Lead Practitioner.	<ul style="list-style-type: none"> <li>Co-ordinated strategies in school that identified specific learners who were low ability and higher ability learners in order for them to receive specific interventions.</li> <li>Lower ability group accessed additional interventions in the workshop, specifically developing English.</li> <li>Higher ability group received weekly support from the English specialist to support rapid improvements in English.</li> </ul>	Lead practitioner role no longer required. Support activities have been widely dispersed amongst the staff team.	£8000.00
Learners to benefit from richer learning experiences through the provision of residential opportunities including trips and visits.	Residential opportunities; trips and visits	<ul style="list-style-type: none"> <li>The venues below are those funded through Pupil Premium and include a residential trip to London; an army residential to Catterick; a trip to the Globe Theatre and Bradford Alhambra, Year 7 Residential to Coniston, regularly visits to the local Nature Reserve and a whole school day out at Light Water Valley.</li> <li>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.</li> </ul>	Probably our most successful enterprise, impacting not only on children but their families/ carers as well.	£10,652.94



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
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.	<ul style="list-style-type: none"> <li>Lower ability learners make strong progress in English as a result of additional support from the Workshop.</li> <li>Low ability learners have made strong progress in numeracy as a result of the intervention.</li> </ul>	The Workshop can evidence significant impact on individual learner progress and as such is a valuable resource for Pupil Premium learners. It will remain funded going forward.	£5,665.00
To support learners who are emotionally dysregulated into a position to access learning.	Provision of support within the Sanctuary.	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>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>	£6,200.00
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.	£9,172.90

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.	Outcomes from the select providers are not satisfactory. Too many learners achieve Level 1 outcomes.	Reassess the quality of provision available in the community. The Providers do not appear to provide value for money or challenge sufficiently well.	£2,063.68
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Continue to engage children in leaning 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 continue to offer summer school and continue to build upon the successful activities. Children enjoyed outdoor activities rather than indoor but 2016 was a good year for weather conditions. Interestingly, children enjoyed the simplest of things such as the BBQ or playing in the parks.	£10,086.24
Providing further opportunities for team-building and the development of social skills.	Outdoor Education	Outdoor Educations remains highly successful and groups of Year 7 learners have benefitted from team building opportunities that have successfully brought together children who are often in conflict with each other.	Outdoor Education continues to be a valuable resource. Relationships between Outdoor Ed staff and school have contributed to the success of our residential opportunities.	£1,785.00
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.	School surveys capture learner voice well. Learners have been empowered to make positive change to school policy. Learners are evidently more confident in speaking out and dealing with visitors.	We no longer have the support from BCB Radio due to the staff moving on. School needs to replace this loss with someone in-house to ensure continuity. Further work will be done to enhance learner voice.	£5,000.00

<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>£6,182.32</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"> <li>• Talking therapies</li> <li>• Physical therapies</li> <li>• Relaxation therapies</li> </ul>	<p>In order to support evident mental health disturbance, 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>Including helping learners access therapies and counselling outside of school to ensure that their specific needs are met.</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>The addition of new therapies, rebound therapy and yoga, to extend relaxation therapies have made positive impact on individuals.</p> <p>Learner surveys indicate high levels of satisfaction from therapeutic interventions.</p>	<p>£19,719.36</p>
<p>Improve emotional and physical wellbeing.</p>	<p>Down to individual need.</p>	<p>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.</p>	<p>The school continues to explore all reasonable requests on behalf of individuals and will continue going forward.</p>	<p>£1,672.71</p>

## 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, trauma and loss. 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.