

Pupil premium strategy statement

School overview

Metric	Data
School name	Oastlers School
Pupils in school	96
Proportion of disadvantaged pupils	76%
Pupil premium allocation this academic year	£98,231
Academic year or years covered by statement	2019/20 & 2020/21
Publish date	February 2021
Review date	May 2021
Statement authorised by	Lyndsey Brown (Head teacher)
Pupil premium lead	Catherine Williams
Governor lead	Sue Mawson

Disadvantaged pupil barriers to success

Achievement on entry generally is significantly well below expected levels.
Social and emotional challenges that are long term and complex
Mental health disturbance that are long term and complex
Chronologically functioning well below the age-related expectations
Social deprivation: long-term poverty and low future aspirations
Impact of Covid-19 on gaps in learning and mental health deterioration

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Significant improvement in steps and academic achievement, with catch up due to Covid-19	Learners make strong (2 levels) progress but many to make stronger (>2 levels per annum) progress in order to narrow the gap.	July 2021
An increase in 1-9, GCSE achievement in English and mathematics.	Learners make strong (2 levels) progress but secure stronger (>2 levels per annum) progress in order to narrow the gap.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Fully participating and functioning in the local and wider community	Accessing plentiful socially valuable experiential learning 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.
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, including interventions to address mental health due to Covid-19.
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.
Barriers to learning these priorities address	Addressing and minimising learner and family dysregulation to enable learners to engage and focus on learning.
Projected spending	£25,000

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
To improve English outcomes across the school	Performance measures: Improvement in progress made at each data collection, and ultimately in exam results.	July 2021
To improve outcomes in mathematics throughout the school.	Performance measures: Improvement in progress made at each data collection, and ultimately in exam results	July 2021
To improve self-esteem, resilience and social and emotional skills, allowing more effective learning to take place.	Improved attitudes to learning, monitored and captured termly.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Small group interventions to improve learner confidence and outcomes in English and mathematics, which will filter into all aspects of learning.
Priority 2	Introduction of a new App, which includes attendance and performance measures to encourage and improve parental engagement.
Barriers to learning these priorities address	Long-standing gaps in learner knowledge due to ACE's and missing face to face education during Covid-19 and as a result of lockdowns.
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Access to therapeutic support and interventions help to develop resilience skills, problem solving skills and attentiveness and a sense of involvement with others.
Priority 2	Provision of new opportunities and experiential learning through a creative curriculum which includes music, art, outdoor education and Forest School.
Barriers to learning these priorities address	Allowing learners to develop their creative side, and build their self-esteem to help ready them for the more academic learning.
Projected spending	£48,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Often emotional issues and dysregulation need to be addressed prior to effective learning taking place.	We recognise this and are addressing this within our wider strategies.
Targeted support	Allowing enough time and flexibility within the school timetable for dedicated staff to target small groups. The reluctance of parental uptake of the new app.	Review of current timetable commitments for English support staff. Admin staff available to encourage parents.
Wider strategies	Covid restrictions preventing some experiential learning taking place.	Widening the current offer of experiential learning by using virtual services where available.

Review: last year's aims and outcomes

Aim	Outcome
<p>Continue embedding English skills across the curriculum. To include:</p> <ul style="list-style-type: none"> • Workshops (e.g. Creative Writing) • Guest speakers • Theatre trips • Cinema events • Additional library books. <p>Improve specialist subject knowledge, specifically in English, through school to school partnerships and high quality CPD.</p>	<p>Prior to March 2020 and the impact of Covid-19, for many children English and mathematics skills have been affected. Some visits and planned activities were cancelled due to Covid. The introduction of remote learning has been challenging for some families. Going forward, there is much 'catch up' to be achieved in order for the aim to be successful in 2021.</p>
<p>Continue to embed mathematic skills across the curriculum, including exploration of new resources.</p> <p>Improve specialist subject knowledge, specifically in mathematics, through school to school partnerships and high quality CPD.</p>	
<p>Target those learners who are currently functioning at less than Level 1a in order to accelerate progress to achieve at least one Level progress per annum to bring them in line with their more able peers.</p>	<p>The recruitment of the 'Literacy and Numeracy Workshop' HLTA is already supporting those who are working behind expected outcomes and those in need of Covid Catch-up. The Government's 'Catch up Grant' is supporting this.</p>
<p>Provision of new opportunities through a creative curriculum which includes music, art, dance and drama.</p>	<p>The creative curriculum has proven to be highly successful during the pandemic. While approaches have been adapted to allow for social distancing, children have continued to achieve, particularly in music, PE/Games, art and other creative foundation subjects.</p>
<p>To support learners who are emotionally dysregulated into a position to access learning.</p>	<p>The demand for counselling, either face to face or remotely, continues or will increase as children return to school with clear mental health difficulties linked to the Covid-19 pandemic.</p>
<p>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.</p>	<p>The work of our Safer Schools officer and through PHSE and SRE has had a significant impact on positive behaviour. There have been few police interventions. There is no damage to property and few physical assaults or other instances of criminal behaviour.</p>
<p>In order to promote positive peer relationships, learners at Oastlers are supported during play. Taking turns, patience, understanding of social norms are learned through play. Using equipment that promotes structured play is essential not only socially but supports development of healthy living and healthy physical development. The result is happy, confident, healthy children.</p>	<p>The increased time afforded to play, PE/ Games during the national lockdowns have had a significant positive impact on learner mental health. Our learner voice tells us this – the need for additional time allocated to specific physical activities has had a positive impact on self-esteem.</p>
<p>Learners to benefit from wider learning experiences through the provision of residential opportunities.</p>	<p>This has been restricted due to Covid-19 during 2020. There has been no external visits since March 2020. None are planned for the foreseeable future.</p>
<p>The prevention of anti-social behaviour after</p>	<p>Holiday scheme activities have had a positive</p>

Aim	Outcome
school and during the holiday.	impact on the reduction of anti-social behaviours.
Timely response is needed to support family and learner crises so that children can then re-focus on learning.	During the pandemic, there have been multiple responses to support families in need to avoid crisis.
<p>Learners demonstrate a lack of or poor levels of emotional resilience.</p> <p>Access to therapeutic support and interventions help to develop resilience skills, problem solving skills and attentiveness and a sense of involvement with others.</p>	<p>Covid-19 has negatively impacted on resilience over the repeated lockdowns, leaving children and families afraid and uncertain about their future. The school will move towards its aim to become a 'Trauma Informed School' in order to fully address this issue. The school submitted its expression of interest to become 'Trauma Informed' on the 22 January 2021.</p>
Some learners require specific or bespoke support so they can access learning.	<p>This continues to be the case for some learners either individually or indeed through the schools 'Churchill' class which provides significant support for our more complex learners.</p> <p>Strategies include: Literacy and Numeracy workshop, Therapeutic interventions and support from external agencies.</p>