

### Oak Field School – Pupil Premium

Intervention Strategy	2017/18	2016/17
Total Amount of PP	£61,275	£61,855
Home School Support	£12,000	£12,000
Personalised Learning	£38,875	£37,000
Health and Well Being- swimming etc	£5,600	£855
Residential Visits	£5,000	£10,000
Interpretation Service	£500	£2,000

### Review - 2017-2018

Free School Meals	40	40
Looked After Child (LAC)	3	2
Adopted From Care	3	3
Ever6	17	13
Total	63 58.3% of pupils Reception to Yr 11 40.38% of whole school	58 54% of pupils Reception to Yr11 36% of total School
Reception and KS1	45% of pupils (10)	44% of pupils (8)
KS2	42.5% (14 pupils)	44% of pupils (18)
KS3	43% (17 pupils)	73% of pupils (19)
KS4	92% (12 Pupils)	54% of pupils (12)
Note on Sixth Form	48% of pupils (23) had previously been Ever 6	

All the pupils in the PP cohort have severe or profound learning and/or physical disabilities as do their peers. The school looks to identify those on PP to ensure that they are making at least the same amount of progress as their peers. With the degree of learning disability, it is not only social deprivation that impacts on learning. There are issues of medical conditions and severity of need. Where PP can make a real difference is ensuring pupils have access to an enriched and challenging curriculum which impacts on their overall learning. There will be times when indeed they may exceed their targets. The most important aspect of the PP funding is to ensure access of opportunity, to ensure these pupils can engage in the same learning as their peers.

To maximise the PP funding, and ensuring as wide an impact as possible, the school looks at other sources of funding to support pupils. It match funds PP funding, with for example, School Fund, grants and awards. Partnerships with David Lloyd Gyms have provided free access for pupils. Arts organisations give significant discounts. The Governing Body ensures that in the school budget there is funding to subsidise activities. All clubs are free and residential visits receive large subsidies.

1. Liaison with parents and families has been critical in ensuring that the education of the young people is valued and the pupil attendance remains high. This close liaison enables pupils to return to school as soon as possible after surgery or other medical procedures. Where there are issues of transport, the

family support worker is able to work with families to make sure attendance is not affected. She also supports families and pupils have a voice at meetings such as EHCP and LAC reviews. The main tenet of her role is to support pupils in the education of their child.

2. The Provision of additional support in class for pupils with PP, has supported the engagement of pupils in learning, enhancing the opportunities they have to access personalised learning. The Intervention Teacher has enabled PP pupils with their communication, as well as raising expectations with more able pupils to achieve more challenging learning targets. Additional TA support also support learning.
3. The health and wellbeing of pupils is crucial and we are keen that swimming continues as a weekly activity to support these pupils. Other out of school sporting and dance activities ensure opportunities for well being.
4. Residential Visits and arts experiences, whether to theatres, galleries or at school, provide pupils to develop their independence as well as to have fun. There are great benefits to mental well-being as well as broader learning. The school looks to maximise on the PP by adding to the subsidy for pupils from its own funds. Trips for all pupils are very expensive, in particular for pupils with PMLD or behavioural issues, but the school sees such learning experiences as invaluable.

5. An increasing number of pupils with PP are EAL pupils whose families have difficulty with English. This supports appropriate interpretation services to ensure families are confident in supporting the learning of their child.
  
6. There are pupils in the Early Years and Sixth Form who do not qualify for Pupil Premium but who because of their being on Free School Meals will become Pupil Premium (current Early Years) or were in the past (Sixth Form). It should be noted that in the Sixth Form there are 23 pupils who were Ever6. The School is mindful of the need to ensure that these pupils too are not disadvantaged and the Governing Body supports initiatives to enhance their educational opportunities.

<p><b>Enhanced Home-School Support</b></p>	<p>Costs toward Home School Officer. Absence Monitoring by Office Staff. Costs for events and training for parents. Particular focus on 30% of Pupils still hard to engage and focus on absence.</p>	<p>The School employs a full time Home School Officer who works with families either face to face or at the minimum by phone. She organises training for parents either from school staff or external providers. Family Fun Days play a large part in getting families into school. She liaises with a range of other professionals to ensure families get appropriate services.</p> <p>The School Office ensures that parents of absent pupils are phoned on daily basis, to clarify why a pupil is absent.</p> <p>Support is given to parents to attend return to school meetings, and with sorting transport issues to enable pupils to attend</p> <p>Parents are supported to attend annual reviews and EHC Planning meetings. At parent evenings, support is provided for siblings as well as the pupils.</p>	<p>£12,000</p>	<p>Of those pupils on PP the Home School Officer has had telephone contact with 100% and met with the majority. 47% have had home visits and 68% have had help with Benefits Forms. For families on low incomes, ensuring that these forms are filled in correctly is essential and this support ensures that these disadvantaged families get their entitlements. She also provides advice to any families who need to appeal decisions. She has supported families whose children are in hospital. She addresses time keeping with certain families if this is an issue, as well as issues of attendance. There is evidence of improved</p>	
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			<p>attendance. Where necessary she has worked with the class teacher and parent in regards to attendance. This has been critical in terms of engagement, learning and behaviour. She has been able to support where there have been issues of personal care. She is able to give advice on behaviour management.</p> <p>There are regular phone calls in respect to issues such as diet and toileting.</p> <p>Attendance Of those on PP 60% have improved attendance since the start of the Autumn term 2017. Others are being closely monitored. The attendance of those on PP is the same as for whole</p>	
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			<p>school and 2% better than their non PP peers in the same age group</p> <p>The office staff have a robust approach to attendance, checking with families to question why a student is absent if no reason has been given. Data supports the FSW and other staff in monitoring absence and intervening to ensure improvement. Meetings are held with health colleagues to ensure that any health absence is followed up.</p> <p>Parents have accessed training on behaviour, communication and RSE, to the benefit of the pupils.</p> <p>The family support officer has a useful role in the contact of</p>	
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				<p>other professionals such as doctors on behalf of families. Persistent work ensured attendance of parents at reviews, as well as appropriate items are brought to school to ensure the child has good access to education. The issue of bringing in swim pants for hydro which may seem straight forward has required consistent approach.</p>	
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<p><b>Personalised Learning</b></p>	<p>To provide improved staff/pupil ratios for classes with high proportion of pupils with PP to support their learning</p>	<p>Additional TA support and provision of additional support teacher for focussed work.</p>	<p>£38,875</p> <p>Toward additional Teacher and TA support, targeted at PP pupils</p>	<p>Evidence from Classroom Monitor tells us that pupils on PP achieve as well as or better than their non PP peers. We have detailed reports of the impact of this support for individual pupils. High levels of support in classes ensure differentiation and allows for individual and small class groups. Behaviour plans support access to learning for some pupils. The high levels of support enable correct positioning and support to explore for those with PMLD. For some a focus on communication has ensured better levels of engagement. For some pupils with particular health needs the high levels of support have ensured maximum access to Teaching and Learning sessions. The additional PP funding</p>	
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				<p>ensures that pupils receive one to one support on a consistent basis. For those pupils with emotional needs the additional support have meant that periods of being upset have been shorter, ensuring engagement in learning. For those who require support for communication, such as eye gaze, the additional support in the use of this technology has improved engagement. For some younger pupils there has been intensive support to develop body awareness and a sense of position in space and motor control. Pupil at end of Key Stage 1 is on track for Outstanding for end of key stage progress. Additional TA support has improved access to communication and supported pupils to become effective</p>	
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				<p>communicators. For younger pupils, support for hydro and mat motor therapy sessions and frequent daily support for positioning has given comfort and health for pupils. Additional support has been provided for those with communication devices and this has had large impact on communication, as pupils are using devices more readily to communicate their ideas. Support with signing has improved access to learning. High levels of support for those with PMLD has enabled 1:1 working in communication. Pupils with an ASD profile and PP have access to high staff levels e.g. 4:6. One of these pupils receives 1:1 support at all times and this is only possible because of PP funding.</p>	
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				<p>This support impacts greatly on his access to learning. An intensive interaction course funded by school has allowed the teacher to implement sessions with this pupil, focussing on early communication and turn taking</p>	
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<p><b>Support for Health and Well Being</b></p>	<p>Additional support for pupils to access physical activity and well being</p>	<p>To provide support for Out of School activities for swimming, physical education and dance. To provide for specialist tutors and personal support for pupils. One to one support is provided to enable pupils to access a wide range of physical activities during the day</p>	<p>£5000</p>	<p>The Pupils at KS1 access weekly hydro sessions due to the additional support which this funding allows. Other PP pupils mainly have weekly sessions, and the rest fortnightly sessions. Some access extra swimming sessions after school on Monday nights or on Saturdays. Staff have received training to support the health needs of these pupils. Some of the KS3 and 4 pupils access the after school dance club. Those with physical or behavioural needs require one to one to support. Others with epilepsy receive support. The cook and eat class which promotes healthy eating. These clubs are supported with high levels of staffing. The access to Women and Men's groups has</p>	
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<p><b>Part funded support for Residential Visits and theatre and arts visits</b></p>	<p>To provide subsidy to enable PP pupils to access school residential visits</p>	<p>Pupils are offered a week or part week residential. These take place in Derbyshire and Yorkshire. High levels are provided to ensure 24 care and support.</p>	<p>£5,000</p>	<p>Residential visit held in January 2018 and further visits planned for Summer 2018. The majority of pupils have visited the theatre and/or had theatre productions, in school.</p>
<p><b>Interpretation Service</b></p>	<p>To support families with communication</p>	<p>Service provided to support Annual Reviews, etc</p>	<p>£500</p>	<p>This has been provided for six of the PP Pupils at £25 an hour. In the year 2017 to date we have spent £510</p>