

Oak Field School – Pupil Premium

| Intervention Strategy | 2018/19 | 2017/18 |
|-------------------------------------|---------|---------|
| Total Amount of PP | £62,075 | £61,275 |
| Home School Support | £12,000 | £12,000 |
| Personalised Learning | £38,475 | £38,875 |
| Health and Well Being- swimming etc | £5,600 | £5,600 |
| Residential Visits | £5,000 | £5,000 |
| Interpretation Service | £1,000 | £500 |
| | | |

Review for 2018-19

| | | |
|--------------------------|--|---|
| Free School Meals | 39 | 40 |
| Looked After Child (LAC) | 4 | 5 |
| Adopted From Care | 3 | 3 |
| Ever6 | 19 | 17 |
| Total | 65 55% of pupils Reception to Yr 11 41.38% of whole school | 63 58.3% of pupils Reception to Yr11 40.38% of whole School |
| Reception and KS1 | 83% of pupils (10) | 45% of pupils (10) |
| KS2 | 75% (22 pupils) | 42.5% of pupils (14) |
| KS3 | 36% (17 pupils) | 43% of pupils (17) |
| KS4 | 47% (11 Pupils) | 92% of pupils (11) |
| Note on Sixth Form | 64% of pupils (24) had previously been Ever 6 | 48% |

Barriers to Learning

SEND

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.

Attendance

Liaison with parents and families has been critical in ensuring that the education of the young people is valued and 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 to 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.

Pupil Progress

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 to develop their communication strategies, as well as raising expectations with more able pupils to achieve more challenging learning targets. Her input has added greatly to pupils' success. Additional TA support also supports learning. All pupils need support in such a school, but the ability to provide for more flexible one to one sessions is enabled by this funding.

Well Being

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. We have been able to develop our lunchtime sports clubs.

Out of school Learning

Residential Visits support 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.

EAL

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. It is our intention that there should be more social meetings for parents of pupils with EAL supported by interpreters. This is to encourage them in to school.

Issues for pupils in Sixth Form and Early Years

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 Pupil Premium 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>Enhanced Home-School Support</p> | <p>Costs toward Family Support 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 Family Support 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 a 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 EHCP meetings. At parent evenings, support is provided for siblings as well as the pupils.</p> | <p>£12,000</p> | | <p>The Family Support Officer speaks with most of these pupils on a weekly basis and many on a daily basis. Home visits support the families as does the support with form-filling, such as Pathway forms. With 40% of the school having EAL and many of these being PP, such work is vital. She works with families on attendance and time keeping. She liaises with office and class staff to ensure that any absence is quickly followed up. If pupils are in hospital the Family Support Officer will liaise with families to provide support. The return to school meetings after hospital admission ensure that pupils have the right environment and support on their return. Some issues may be to do with transport and the Family Support Officer</p> |
|--|---|---|----------------|--|---|

| | | | | | |
|--|--|--|--|--|---|
| | | | | | <p>together with SLT work to support families to ensure attendance. Attendance at review meetings to support families is gratefully appreciated by families who may have many professionals to deal with.</p> <p>The Family Support Officer keeps detailed records of her interaction with these families.</p> <p>In terms of attendance, over 50% of the PP pupils have over 90% attendance, many with 95+%. For the others the main reason for absence is ill health or hospitalisation. If absence is a concern regular contact is made with the family to clarify the reasons for absence and if necessary, medical advice is sought by the school.</p> |
|--|--|--|--|--|---|

| | | | | | |
|-------------------------------------|---|---|---|---|--|
| <p>Personalised Learning</p> | <p>To provide improved staff/pupil ratios for classes with a 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>£38,475</p> <p>Toward additional Teacher and TA support, targeted at PP pupils</p> | <p>Data tells us that PP pupils make at least as good, and sometimes better, progress than their non-PP peers. The majority are making at least good progress and in many cases outstanding progress against their targets. Detailed information on all PP pupils is provided by class teachers and is available. Where necessary there has been additional class-based focus on areas of number which need further consolidation. Key targets are practised throughout the day to support their understanding. For some pupils accessing education out of their wheelchair has been achieved because of higher levels of TA support. PMLD pupils have made some outstanding progress, with one pupil achieving 75% of P2i in</p> | |
|-------------------------------------|---|---|---|---|--|

| | | | | | |
|--|--|--|--|--|--|
| | | | | <p>February 2019 compared with 44% in June 2018. Another pupil with PMLD has made excellent progress tracking lights, objects and motion on an i-pad screen. This is enabled by 1:1 interventions. Another PP pupil receives specific one to one lessons to develop her communication and interaction levels. Another pupil has additional TA time to support her use of Eyegaze.</p> <p>In relation to additional TA support, classes with pupils on PP have high levels of staffing. In one class of 10 where there are 50% pupils of pupils with PP, there are 3 TAs. This means that students benefit from one to one work or small group sessions. Older students have been supported by a member of staff to</p> | |
|--|--|--|--|--|--|

| | | | | | |
|--|--|--|--|---|--|
| | | | | <p>engage in work placement opportunities, with those with EAL being given support to develop their English vocabulary. Some 15 pupils with PP have been engaged with the Royal Shakespeare Company project in school. There are regular community visits to local shops, library, bank and theatre. PP pupils access the after school dance class.</p> | |
|--|--|--|--|---|--|

| | | | | | |
|---|---|--|--------------|--|--|
| <p>Support for Health and Well Being</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>£5600</p> | | <p>Pupils have accessed swimming at Harvey Hadden and the school pool. PP has enabled the additional support required for the pupils. For many this requires one to one support. The swimming club on a Monday has enabled parents to support their child in a safe and staffed environment. The provision of Saturday swims has enabled further use of the pool by parents and their child.</p> |
|---|---|--|--------------|--|--|

| | | | | |
|--|---|---|---------------|---|
| <p>Part funded support for Residential Visits</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 hr care and support.</p> | <p>£5,000</p> | <p>Pupils have attended residential in Yorkshire and Derbyshire. PP has enabled 24 hr care. Provision of an additional minibus has enabled pupils to have further out of school visits during the course of the year.</p> |
| <p>Interpretation Service</p> | <p>To support families with communication</p> | <p>Service provided to support Annual Reviews, and further social meetings for parents who require interpretation services.</p> | <p>£1000</p> | <p>Interpreters have been employed to support families. The school has purchased the See Saw tool which has enabled communication between home and school with the ability to provide translation. Trials with this new system have proved very positive and parents have welcomed this innovation.</p> |