



### **PUPIL PREMIUM PLAN 2018-2019 (IMPACT)**

All of our pupils are important to us whether they are in receipt of Pupil Premium funding or not. Our assessment data over time has consistently shown that irrespective of disability, ethnicity, sex or deprivation, all of our children make at least expected progress because we have very high aspirations and set challenging targets for all.

We want to take advantage of every opportunity to broaden our curriculum, to enrich our approaches, to celebrate our talents, to nurture and set our children on the right pathways for future learning. We want our children to have skills for life, to learn how to learn, to develop their own voice, and to use their own voice. We want them to become confident contributors to society, to be valued, respected and accepted, to be listened to and understood. Therefore we have carefully considered how best to use our Pupil Premium funding to ensure that we create an appropriate learning environment and increase our pupils' achievement, ensure that our children are healthy, fit and 'well rounded' individuals, ensure that the latest technologies are employed to enable our pupils to access the curriculum and express themselves, ensure our pupils have the confidence and necessary skills to engage socially in a range of contexts and ensure that we raise our children's aspirations and show them the world we live in through residential and out of school experiences.

Likewise, we are consciously working with our staff and parents to ensure we have the most skilled workforce through CPD and parental workshops and support.

The school has been allocated Pupil Premium funding according to how many learners have Free School Meals including Ever 6, or the children of service personnel. The income for 2018-19 is £110,110.

Total pupils who attract Pupil Premium: 124

21 Pupils who are looked after by the Local Authority have an individual Personal Education Plan.

All pupils at The Oaks have an Education Health and Care Plan. Pupils have a wide range of barriers to their learning including moderate, severe and profound and multiple learning difficulties, communication and interaction difficulties, behavioral difficulties and physical difficulties.

The plan will be reviewed in September 2019.

## Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Oaks Secondary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£118,110	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	279	<b>Number of pupils eligible for PP</b>	124	<b>Date for next internal review of this strategy</b>	December 2018/ April 2019/ July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	96.5%	94%
<b>% making progress in reading</b>	98.5%	97%
<b>% making progress in writing</b>	91.5%	90%
<b>% making progress in maths</b>	98.5%	96%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	53% of students taking part in Duke of Edinburgh are entitled to pupil premium. Lack of resources needed to complete Duke of Edinburgh Accreditation for students entitled to pupil premium for example appropriate clothing, footwear and specialist outdoor equipment i.e. maps, mapping software, expedition equipment.	
B.	Reading 95% of pupils made good or outstanding progress a (-5%) drop from last year's data.	
C.	Lack of opportunities for pupils entitled to pupil premium to complete additional work in Maths and English outside of timetabled lessons.	
D.	69% of the requests for Listening matters are students entitled to pupil premium. There is a waiting list for this service.	
E.	There are long waiting lists for targeted support.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
F.	Persistent absenteeism from pupils who are entitled to pupil premium. Last year 75% of the persistent absentees were disadvantaged this year it is 56%. This improvement can be attributed to funding for a higher level teaching assistant (HLTA) who has targeted and supported children and families who find it challenging to attend school regularly. We want to continue funding this position to enable this figure to continue reducing.	
G.	There are long waiting lists for targeted support.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For students to achieve a Bronze Duke of Edinburgh Award. To increase self-esteem, confidence and leadership skills. This will be measured by the number of students who achieve the Bronze Award who are entitled to pupil premium.	Students must complete the following units: <ul style="list-style-type: none"> <li>• Volunteer (helping the wider community)</li> <li>• Skill (to learn something new)</li> <li>• Physical fitness (to improve upon their own fitness levels)</li> <li>• Expedition (To take part in a 2-day expedition, demonstrating knowledge of route planning and map reading)</li> </ul> Students will gain Bronze Duke of Edinburgh Accreditation
B.	100% of students entitled to pupil premium will make good or outstanding progress in reading. This will be measured using caspa data and analysed at the end of an academic year.	All students entitled to pupil premium will all attain good or outstanding progress in academic year 2018-2018.
C.	Percentage of pupil premium students making good or outstanding progress in English and Maths in KS3 and KS4 will increase. This will be measured using caspa data and analysed at the end of an academic year.	All students entitled to pupil premium will all attain good or outstanding progress in academic year 2018-2018.
D.	Support for social and emotional wellbeing to improve engagement with learning.	Early intervention identified for students so targeted support is provided. Pupil premium pupils to have access to specialist

		services, including listening matters, to enhance engagement and improve learning. Fewer behaviour incidents recorded for these pupils on the school system.
<b>E and G</b>	Pupil premium students needing intervention will have access to extra sessions in maths, English, communication, social skills and emotional/behavioural support. This will be measured using caspa data and analysed at the end of an academic year.	All pupil premium students identified as needing intervention in curriculum and non-curriculum areas will be given extra timetabled sessions in small groups. Their EHCP and BSquared targets will be monitored and recorded to show progress.
<b>F.</b>	The number of pupil premium students with persistent absenteeism will decrease. The progress of these students will increase due to raised attendance.	Pupil premium persistent absenteeism will improve as well as progress for individual students.

## 5. Planned expenditure

Academic year

2018-2019

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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment of Key Stage 3 and key stage 4 PP pupils in maths	To purchase 30 laptops, 10 for each maths classroom so that students can access online resources every lesson.	A survey showed Pupil premium students don't have regular access to computers and software to enable them to progress with learning and to complete work outside of school. Be purchasing these laptops students can access programmes like their peers in lessons and after school clubs/break clubs. At present all students in a class would not have access to technological equipment in their maths lessons.	Monitoring of progress using a variety of maths software e.g. conquer maths and manga high. Assessment of data for pupil premium students in maths on a termly basis. Regular meetings with staff in maths department regarding the progress of pupil premium students.	LE, EL, LG	December 2018 <b>£10500</b>

<p>Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths</p>	<p>Purchase additional licenses for Conquer maths so students can complete work both in and out of school.</p>	<p>A survey showed Pupil premium students don't have regular access to computers and software to enable them to progress with learning and to complete work outside of school. Be purchasing these laptops students can access programmes like their peers in lessons and after school club's/ break clubs. At present all students in a class would not have access to technological equipment in their maths lessons. Conquer maths enables students to track their own progress and to complete maths work at home which teachers can monitor.</p>	<p>Monitoring of progress using the conquer maths software. Certificates achieved when student's complete particular modules to a high standard. Assessment of data for pupil premium students in maths on a termly basis. Regular meetings with staff in maths department regarding the progress of pupil premium students.</p>	<p>LE, EL, LG</p>	<p>December 2018 <b>£500</b></p>
<p>All students entitled to pupil premium will move on to an appropriate course post the Oaks.</p>	<p>To book Friday morning sessions for Year 10 and 11 students to attend College.</p>	<p><b>DESTINATION DATE LEAVERS 2017</b></p>  <p>The above table shows the percentage of students who went on the different destinations after the Oaks. We want to continue to offer support, guidance and opportunities for pupils entitled to pupil premium. This is so students attend the correct course which will give them the best outcome for their future.</p>	<p>Record attendance of students attending college to ensure all students entitled to pupil premium have as many opportunities to examine possible destinations after the Oaks.</p> <p>Liaise with parents and carers to involve them in choosing appropriate destinations and assist with giving information and provide support.</p> <p>Analyse percentage of pupil premium students attending different educational settings and monitor their first year of attendance.</p>	<p>LD, RD</p>	<p>December 2018 <b>£10750</b></p>

Improved attainment of Key stage 3 and key stage 4 PP pupils in reading.	To increase the licence for Accelerated Reader.	Reading 95% of pupils made good or outstanding progress a (-5%) drop from last year's data.	Regular analysis of accelerated reader data relating to the progress of students entitled to pupil premium. Caspa assessment data will be analysed to show increase in number of students making good or outstanding progress in reading.	FT, CH, SS	December 2018 £2195
<b>Total budgeted cost</b>					<b>£23945</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English	To continue to employ an HLTA for intervention.	87.5% of students who didn't make good or outstanding progress at the end of academic year 2016 improved and achieved good or outstanding progress in 2018 due to the access to intervention.	Analysis of caspa data termly to determined timetable and groups. Pupil premium students given intervention in specific areas to enable them to make accelerated progress. Termly and yearly analysis of students' progress to prove benefit of intervention.	KM/GS	December 2018 £25838
To continue to improve the attendance of students entitled to pupil premium. To reduce to percentage of persistent absenteeism. To improve the progress of persistent absentees.	HLTA for attendance	Last year 75% of the persistent absentees were disadvantaged this year it is 56%. This improvement can be attributed to funding for a higher level teaching assistant (HLTA) who has targeted and supported children and families who find it challenging to attend school regularly. The attainment/ progress of these students will improve.	Liaison between attendance HLTA and parents/carers to improve attendance. Termly analysis of persistent absenteeism and strategies put in place. Monitoring by deputy head teacher with responsibility for monitoring attendance.	HC/AE	December 2018 £25838

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English working at higher levels to keep on track to gain GCSE accreditation in Year 11.	Gifted and Talented lessons in Maths and English	Data showed a large percentage of students entitled to pupil premium were achieving high levels in maths and English. Additional lessons per week have been established to enable these students to achieve to the highest standard when in year 11.	Weekly sessions which will be assessed independently to measure impact. Students will be entered for GCSE accreditation in year 10 and 11. Students will leave school with highest qualification.	CH, TR	December 2018 £4172
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in communication and speaking and listening.	HLTA for ASC Intervention	60% of students with speech and language and communication needs are entitled to pupil premium. An intervention group has been created to assist these students with their skills in this area.	Monitoring of caspa data during intervention. Questionnaires from a sample of staff re: pupil engagement and social skills. Analysis of data.	PC,MC	December 2018 £3463
To be able to meet the emotional needs of all students entitled to pupil premium by giving them access to a term of listening matters support. To improve attainment and behaviour.	Listening Matters Programme	60% of students on the waiting list for listening matters are entitled to pupil premium. Most of these students have challenging behaviour and social and emotional difficulties.	Analysis of impact over 6-8-week course. Improvement in behaviour. Emotional scores improvement. Staff will be briefed on best outcomes and trained to assess impact.	DT, KG, RG, DD	December 2018 £3463
<b>Total budgeted cost</b>					£62,774
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and 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>
To provide students who are entitled to pupil premium with necessary specialist equipment to complete the Bronze	To purchase equipment for the Duke of Edinburgh Award.	Of the students taking part in this accreditation route half are entitled to pupil premium and will need specialist equipment for example, footwear, water proof clothing, cost of trips.	Liaise with Lead on Duke of Edinburgh. Regular update regarding pupil progress. Questionnaire to students, parents and carers for feedback.	LG	December 2018 £5000

Duke of Edinburgh Award.					
To provide students with a nutritious breakfast at the start of each school day. To improve student concentration and behaviour.	Breakfast club	When completing a questionnaire on regular visitors to previous breakfast club it was clear that 89% of students who are entitled to pupil premium were not getting breakfast at home, therefore coming into school hungry having an impact on their concentration.	Regular review of impact of breakfast club. Regular questionnaires. Case study of specific students to measure impact.	DT	December 2018 £500
Improved attainment of Key stage 3 and key stage 4 PP pupils in reading.	To purchase a bank of books for disengaged readers focusing on their areas of interest.	Reading 95% of pupils made good or outstanding progress a (-5%) drop from last year's data.	Small group chosen and set up with English teacher SS. Regular analysis of accelerated reader data relating to the progress of students entitled to pupil premium. Casper assessment data will be analysed to show increase in number of students making good or outstanding progress in reading.	FT, CH, SS	December 2018 £500
To improve individual behaviour of students entitled to pupil premium.	Behaviour rewards and individual targets to meet.	70% of students who display regular challenging behaviour are entitled to pupil premium.	Case studies produced to show impact. Analysis of behaviour data. Close monitoring by DT. Overall plan set by DT with targets for specific students which will be shared with whole school staff.	DT	December 2018 £1000
<b>Total budgeted cost</b>					£7000

6. Review of expenditure				
Academic Year 2018-2019		Total Spend £118,110		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths	To purchase 30 laptops, 10 for each maths classroom so that students can access online	Data shows that all areas of maths saw an improvement in this year's data. 96% of PP students achieved above or expected targets.	This is an approach we will use again when laptops need updating in future year or if class sizes increase.	December 2018 <b>£10500</b>
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths	Purchase additional licenses for Conquer maths so students can complete work both in and out of school.	Data shows that all areas of maths saw an improvement in this year's data. 96% of students achieved above or expected targets.	We will continue with this approach in the next academic year.	December 2018 <b>£500</b>
All students entitled to pupil premium will move on to an appropriate course post The Oaks.	To book Friday morning sessions for Year 10 and 11 students to attend College.	All students moved on to post 16 destinations. No NEETs.	We will continue with this approach in the next academic year.	December 2018 <b>£10750</b>
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in reading.	To increase the licence for Accelerated Reader.	Data shows that in reading there was an improvement compared to last year's results. 95% of PP students achieved above or expected targets.	We will continue with this approach in the next academic year.	December 2018 <b>£2195</b>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English	To continue to employ an HLTA for intervention.	Data shows that all areas of maths saw an improvement in this year's data. 96% of PP students achieved above or expected targets. Data shows that in reading there was an improvement compared to last year's results. 95% of PP students achieved above or expected targets. HLTA Intervention report shows impact of intervention to be successful for all students involved.	We will continue with this approach in the next academic year.	December 2018 £25838
To continue to improve the attendance of students entitled to pupil premium. To reduce to percentage of persistent absenteeism. To improve the progress of persistent absentees.	HLTA for attendance	Free School Meals FSM (113 pupils): 90.94% (Auth abs: 7.68%, Unauth abs: 1.38%)  No FSM: (151) pupils): 92.19% (Auth abs: 7.02%, Unauth abs: 0.8%)  There is 1.25% difference between these two groups with those with FSM having a slightly lower attendance rate. This is slight increase from last year when the difference was 0.49%	We will continue with this approach in the next academic year.	December 2018 £25838
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English working at higher levels to keep on track to gain GCSE accreditation in Year 11.	Gifted and Talented lessons in Maths and English	Maths 5 GCSE grades English Language 12 GCSE Grades English Literature 4 GCSE Grades	We will continue with this approach in the next academic year.	December 2018 £4172
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in communication and speaking and listening.	HLTA for ASC Intervention	See separate governor report provided by Paul Carroll ASC Lead.	This intervention has proven effective for students who are shy however more work is needed for students with ASC as they have struggled to transfer their skills to other areas. This approach will continue with a different structure whereby PC will work with individual classes and support staff.	December 2018 £3463

To be able to meet the emotional needs of all students entitled to pupil premium by giving them access to a term of listening matters support. To improve attainment and behaviour.	Listening Matters Programme	Two members of staff have received training to continue as qualified listening matters mentor. This has increased the number of sessions that can be offered. There are 8 sessions of listening matters per week for 8 different students. Throughout the academic year there have been 28 places on the listening matter programme with 20 students taking a place who are entitled to pupil premium	We will continue with this approach in the next academic year.	December 2018 £3463
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To provide students who are entitled to pupil premium with necessary specialist equipment to complete the Bronze Duke of Edinburgh Award.	To purchase equipment for the Duke of Edinburgh Award.	28 students took part in Duke of Edinburgh with all students gaining their Bronze Award. Students were given equipment to use on residential and additional support was provided. The success criteria were for all students to pass which they did.	A smaller amount will be costed to this outcome for next year to keep up to date with equipment and replace them.	December 2018 £5000
To provide students with a nutritious breakfast at the start of each school day. To improve student concentration and behaviour.	Breakfast club	Breakfast club has been a popular addition to the school day. There are between 20-35 students accessing this service. $\frac{3}{4}$ entitled to pupil premium.	Breakfast club will be provided by an outside agency for the next year. Therefore, will be taken off next year's pupil premium plan. Some items will still need funding e.g. milk and butter. With the national breakfast club scheme, we are hoping to reach 96 students each morning for breakfast with a focus on students entitled to pupil premium. This breakfast club will happen in the common room. Static classes will access this in their class. A separate room has been set up to provide breakfast.	December 2018 £500

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in reading.	To purchase a bank of books for disengaged readers focusing on their areas of interest.	In Reading Key Stage 3 and Key Stage 4 pupil premium students making outstanding progress increased from 24% to 30%.	This approach will continue for the following year.	December 2018 £500
To improve individual behaviour of students entitled to pupil premium.	Behaviour rewards and individual targets to meet.	2 awards were given at the end of the year for the most improved behaviour and both were entitled to pupil premium. On reward days students have the opportunity to earn half a day back	This approach will continue for the following year.	December 2018 £1000

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.