

Ousedale School
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Pupil Premium:

Half Year Update Report 2018/19

The Standards Team – February 2019

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Pupil Premium Strategy 2018-19

What is the Pupil Premium Grant?

The government has allocated our school a sum of money which is called the 'Pupil Premium Grant (PPG)'. The PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

This will improve the educational chances of students who may find circumstances outside school challenging due to financial hardship or other issues.

The four identified groups are:

- students who registered as eligible for free school meals (FSM) at any point in the last 6 years from May 2012 to January 2018 – Ever 6 FSM,
- students eligible for the service child premium since the January 2013 census as well as those recorded as a service child for the first time on the January 2018 school census – Ever 6 service child,
- Students in local authority care – LAC,
- Students who have ceased to be LAC due to adoption, a special guardianship order, child arrangement order or a residence order - Post-LAC.

Financial year 2018 to 2019

The PPG per pupil for 2018 to 2019 is as follows:

Disadvantaged Students	Pupil Premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil Premium per pupil
Pupils in year groups 7 to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

The designated Virtual School Head (VSH) in the local authority will manage the PPG for student eligible for the £2,300 funding. Funding for these students does not go to their school. The VSH will ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

For more information, please contact Paul McFadden, Deputy Headteacher, Olney campus.

ALL INFORMATION ABOUT STUDENTS WILL BE TREATED IN THE STRICTEST CONFIDENCE.

PPG – Our aims

Funding for 2018/19 is expected to total a minimum of £220,000. This will be spent on targeted additional support strategies and interventions resulting in every student, however financially disadvantaged, and being able to:

- Improve levels of attainment and progress with high expectations and standards
- Nurture a thirst for knowledge and love of learning through excellent teaching
- Have full access to the curriculum that will broaden horizons and develop character that include enriching opportunities
- Work effectively with parents and offer personalised support and guidance

The essential point is to ensure that disadvantage does not hinder potential and to monitor, evaluate and intervene. We have taken guidance from the Ofsted pupil premium report (January 2013) and the relevant Sutton Trust report.

Pupil Premium Cohort (February 2019)

Year Group	11	10	9	8	7
Number (NP: OI)	48 (31: 17)	56 (42: 14)	55 (37: 18)	58 (37: 21)	52 (36:16)
Male: Female	23: 25	40:16	22: 33	39: 19	28:24
Low: Middle: High PA	5: 22: 20	4: 30: 19	14: 29: 9*	11: 20: 27*	7: 22: 14*
SEND E:K	1: 6	0: 12	3: 17	1: 12	1: 8
Verbal	104.00	101.40	95.33	100.6	100.8
Quantitative	101.60	98.66	92.04	95.82	96.81
Non Verbal	101.90	101.64	92.92	99.37	99.21
Spatial	101.20	99.18	93.90	98.27	99.72
SAS	102.30	100.30	93.67	98.69	99.30

*PA determined by school based on KS2 standardised scores

Potential Barriers to achievement

The school has identified the following as potential barriers to achievement for students supported by the PPG:

1. Weak literacy and numeracy skills
2. Medical, social and emotional barriers
3. Material poverty in terms of resources for learning, space to work at home
4. Low self-esteem, aspiration and lack of resilience
5. Poor parental engagement
6. Behaviour and Attitude to Learning
7. Poor attendance and punctuality
8. SEND

Year Group Specific Barriers to achievement

Pastoral Academic Leaders have identified one or more of the potential barriers from the list above to individual PP students in their year group. The table below is an analysis of the main collective barriers for each year group with strategies that are being implemented.

Year	Barriers	NP	OL	Strategy
Y7	21% Aspirations 23% Parental Engagement	27% Aspirations 27% Parental Engagement	18% Attendance	ADB exploring issues with Y7 Parental engagement. The Venture Award - to help promote positive values and build character.
Y8	34% Attendance 27% Behaviour	30% Attendance 19% Behaviour	20% Attendance 25% behaviour	Collate behaviour points for PP in y8 –specific behaviours identified is HMK. Explore local and national strategies in relation to PP HMK. The Venture Award - to help promote positive values and build character.
Y9	40% Attendance 36.7% Aspirations 27% SEND	29% Attendance 32% Aspirations 24% SEND	31% attendance 54% aspirations 15% SEND	PP First - In Enrichment PP students were given their first choices, in order to widen opportunities.
Y10	39% Attendance 34% Aspirations 32% ATL	37% Attendance 34% Aspirations 27% ATL	16% Attendance 8% Aspirations 25% ATL	Use of the Horsforth Quadrant for ATL analysis. MK apprenticeship show: to enable students to articulate

				aspirations and possible future pathways.
Y11	27% Attendance	29% Attendance 19% Aspirations	23.5% Attendance	Use of/update PIXL resources for the PILC for these students.

Strategies are successful when....

- Focus is on the learning of the student through quality teaching – **remember the importance of day-to day teaching**
- Teachers **know who the PP students** are in their class
- Students are targeted based on **analysis of data** – academic or pastoral
- The **impact** of interventions is **measured and evaluated** through thorough tracking and analysis
- PP students are **not confused with low ability**
- The **barriers** for individuals and groups has been **identified**
- **Parents and carers are engaged**
- **Interventions** are in place where progress has slowed and are based on **evidence** on their effectiveness
- The **best teachers are utilised** for intervention groups
- There is a **timeframe** for the intervention

Strategies – things to consider.....

Before deciding to implement a strategy there are some key questions that need to be considered:

- Which student(s) require additional support?
- How do I know they need support?
- What are the barriers to prevent the identified student(s) from making progress?
- What could I put in place to overcome these barriers?
- What is my desired outcome?

Resources: Curriculum and Teaching

Area	Barriers Addressed	Description	Example strategies	Rationale
Lunchtime and after school homework club	1, 3, 4, 8	Provision provided by the school where students have access to resources specialist equipment and a work space	<ul style="list-style-type: none"> • SEN work room • Library • Extra-curricular activities • Revision sessions 	Students have access to resources that may not be available at home with specialist support from teachers and associate staff.
Music Tuition	3, 4, 5	Subsidise the peripatetic music lessons	<ul style="list-style-type: none"> • Range of instruments 	Ensure that students who have an aptitude or previously identified interest in music are able to continue during the secondary phase.
Trips/ Visits and Work Experience	2, 3, 4, 6	Supporting individuals or groups of students with the cost of trips/visits that are essential to their curriculum.	<ul style="list-style-type: none"> • Contribution to a school trip • Transport to a trip • Out of school class activity • Revision conferences • Include Duke of Edinburgh • Shakespeare for schools • GIV 	Access to a full range of educational experiences, that will include (numbers dependant) a residential trip for pupil premium students based on English and / or Maths progress, sporting events, Duke of Edinburgh, music, enrichment activities, careers and work experience.
Student Resources	3, 4	Resources for individuals that will	<ul style="list-style-type: none"> • Revision Guides • Text books • Calculators 	Ensure that no student, where there is an identifiable need, is disadvantaged by not having access to essential resources to support their progress.

		support them in class or at home	<ul style="list-style-type: none"> • Equipment sets 	
School Uniform	2, 3	Funding of school uniform where a need has been demonstrated	<ul style="list-style-type: none"> • Normal uniform • PE uniform • Subject specific uniform 	Students access to the curriculum will not be hindered due issues with uniform.
Subject Specialist Resources	1, 3	Resources for departments where there is a significant number of disadvantaged students	<ul style="list-style-type: none"> • Revision guides • Software programmes • Past papers • Class sets of additional equipment 	Ensure that these resources have an impact on a wide range of students from an identified area of need by the department through some form of analysis.
Small group tuition	1, 4, 6, 8	Supporting individuals in specific areas within a subject	<ul style="list-style-type: none"> • Supply to cover teachers to deliver sessions • Reorganising groups • After school and lunch time session with incentives 	Tailored individual support and resources provided in Maths, English and Science.
Personalised and Inclusive Learning Centres (PILC)	1, 2, 3, 4, 6, 7	Contribution to the funding of the personalised and inclusive learning centres (PILCs) including staffing and resourcing.	<ul style="list-style-type: none"> • 1-2-1 • AtL support • Curriculum adjustment 	Provide opportunities to support students who, for various reasons, require additional support within the school day.

Resources: Staffing

Role	Barriers Addressed	Rationale
Deputy Headteacher	1-8	Research shows that a common feature of schools where the disadvantaged students do well is the appointment of a member of the senior team who leads the strategy across the school.
English & maths teacher	1, 4, 6, 8	It is vitally important to ensure that day-to-day, teaching meets the needs of each learner rather than relying on interventions to compensate for teaching that is less than good. Additional groups for English and maths enables the school to reduce class sizes and exposes students to a higher level of support from their class teachers. Not only does this improve the key skills related to literacy and numeracy but it also supports the development of key learning skills such as resilience. A more positive experience in the classroom will improve behaviour and attitudes towards a student's learning.
Academic/ Pastoral Directors	2, 4, 6, 7, 8	Working with the Deputy Headteacher these roles have a direct influence on the attainment of our disadvantaged students. Using achievement data frequently to check whether support/interventions or techniques are working and make adjustments accordingly. This work is followed up with careful monitoring and evaluation that will demonstrate the impact on the outcomes of students. They draw on research and evidence to inform the funding for activities that will have the highest impact on student achievement.
Learning Mentors	2,4, 5, 6, 7	Working under the direction of Pastoral academic Leaders, Learning Mentors support students in both pastoral and academics aspects of school. The mentoring role cultivates a positive relationship that can enhance social and emotional maturity while developing awareness of material obstacles. Learning mentors can, and do, engage with parents on a wide range of issues that are targeted towards improving the overall school experience.
HLTA Maths and Literacy	1, 2, 3, 4, 6, 7, 8	These HLTAs are highly trained and have a clear understanding of their role in improving the outcomes for our disadvantaged students. With the obvious goal of improving literacy

		and numeracy skills, the small group/1-2-1 sessions also provide opportunities for clear and useful feedback for students outlining ways they can improve.
Inclusion Manager	2, 3, 4, 6, 7	This role supports students with both pastoral and academic aspects. This role ensures that the appropriate resources are effectively deployed to meet the individual needs of students who have significant barriers to their learning. A key feature of this role is the support provided to students based on their emotional and social needs.
SEDNco and Assistant SENDco	1 - 8	These roles form a key aspect to the support network for our students. They contribute towards the identification of academic and social barriers to achievement and have the expertise to provide the appropriate provision and/or give skilled direction to others.
Pastoral Academic Leaders	2, 3, 4, 5, 6, 7	Provide well-targeted support to improve attendance, behaviour or links with families where there are barriers to learning. They will ensure that all teachers know the students who are supported by the pupil premium so that they can take responsibility for their progress.
Family Liaison Manager	3, 4, 5, 7	Working with students and parents to identify barriers for individual circumstances related to resources, attendance and aspirations.

Additional Projects

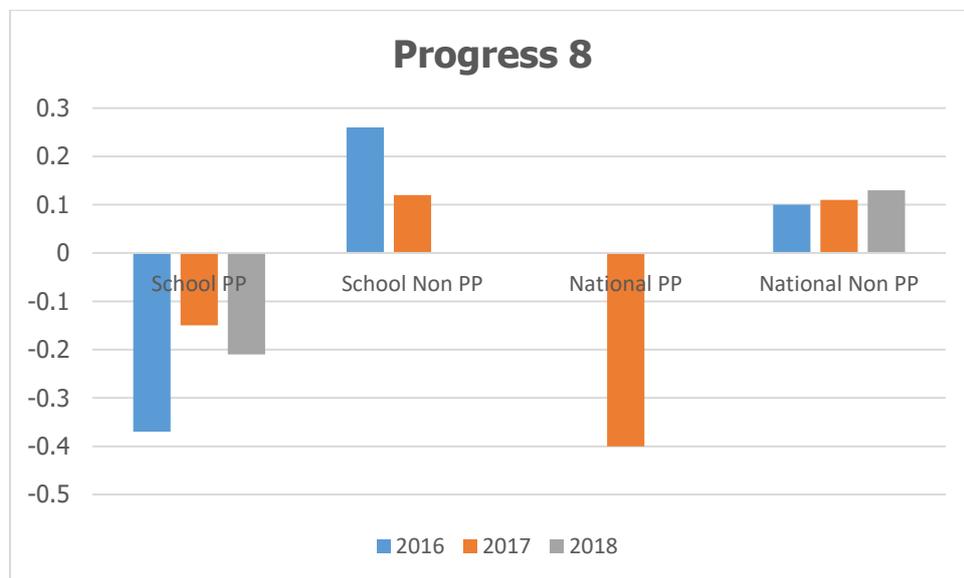
The school has funded the following projects aimed at improving the outcomes for students supported by the PPG.

Year Group	Area	Project Description	Barrier(s) Addressed	Desired Impact
10 & 11	English	Pearson English Language Practice Papers Plus+ set of additional exam papers to support students in sets 4 and 5.	Literacy (1) Income (3)	To improve the overall Language grades for our PP/LPA/SEN students who are less equipped to achieve the standard required to attend colleges and sixth forms; to raise Grade 3s to 4s and 4s to 5s in line with department targets. Impact measured in summer exams.
9	Drama	Theatre Trip: We would like to take students to see a live theatre production to assist them with their knowledge and appreciation of theatre.	Income (3) Aspirations (4)	Develop the cultural capital by giving students the opportunity to see live drama students who may have never had the benefit of being in a theatre before.
11	Drama	LAMDA – 1-2-1 tuition towards developing quality of monologue and duologue (20% of GCSE marks).	Resilience (4) AtL (6)	Attainment and progress outcomes for this cohort.
9	MFL	Trip to Birmingham University MFL department.	Aspirations (4)	Increased take up amongst PP students for GCSE

7 & 8	Pastoral	<p>GIV Project</p> <p>Community project working with other schools and partners within the MK community.</p>	<p>Self-esteem (4)</p> <p>Attendance (7)</p>	<p>Improved levels of attendance and AtL. Ability to present a project to peers and older members of the community.</p>
7 & 8	Pastoral	<p>The Venture Award is designed to help younger students develop and build on important values such as team work, perseverance, respect and independence. It is a chance for students to learn new skills, help others and be physically active and get recognised for these achievements through the award.</p>	<p>Aspirations (4)</p> <p>AtL (6)</p> <p>Income (4)</p>	<p>This is an award to help promote positive values and build character, as well as giving students a sense of achievement and belonging. Improvements could be monitored through:</p> <p>Reduction in behaviour points Reduction in exclusions Improved ATL in PR Students will model Ousedale School's Values around school.</p>

Impact of Pupil Premium

The Department for education introduced a change in methodology for calculating progress scores. This means 2018 scores are not directly comparable with 2016 and 2017 scores respectively.



Attainment 8 averages for 2017 and 2018 are not directly comparable. In 2018, the mix of unreformed and reformed GCSEs changed, with new GCSEs graded 9-1 introduced in 20 subjects.

