

Ousedale School
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Pupil Premium:

Half Year Update Report 2018/19

The Standards Team – March 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

For the academic year 2017/18 there were 263 students supported by the pupil premium grant (PPG). Of which 54 were in Year 7, 55 in Year 8, 56 in Year 9, 54 in Year 10 and 44 in Year 11.

The school received approximately £240,000 to support disadvantaged students.

For this academic year there are 274 students supported by the PPG (54 in Year 7, 59 in Year 8, 54 in Year 9, 56 in Year 10 and 51 in Year 11).

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) will ensure that arrangements are in place to support students who benefit from the PPG. This will be discussed with the designated teacher or other member of staff who best understands the student's needs and who is from the student's educational setting.

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 a curriculum that will broaden horizons and develop character including enrichment 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. Explore local and national strategies in relation to PP. 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	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 	Provides a provision for disadvantaged students to go to where they have access to specialist resources and staff. This will include SEN workrooms, the library and a designated room staffed by TAs. This also gives our most vulnerable disadvantaged students a calm and secure place to spend their break and lunchtimes with close friends and peers.
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 	A facility that gives our disadvantaged students a place to work on their independent studies using the school's specialist facilities. The areas (library and designated room) are staffed and resourced so that students who may not have access to the appropriate resources and guidance at home do so at school.
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 	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.

			<ul style="list-style-type: none"> • Revision conferences • Include Duke of Edinburgh • Shakespeare for schools • GIV 	
Student Resources	3, 4	Resources for individuals that will support them in class or at home	<ul style="list-style-type: none"> • Revision Guides • Text books • Calculators • Equipment sets 	Ensure that no student, where there is an identifiable need, is disadvantaged by not having access to essential resources to support their progress.
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 to 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 	The department will analyse the way in which resources are used and allocated to ensure that the resources have an impact upon students with identified needs.
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 	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

			session with incentives	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.
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 	This strategy supports resourcing and staffing this facility. This area has been developed at both campuses to provide support to our students for academic and pastoral aspects. It provides a purposeful learning environment that is well resourced to enhance the experience of our students. The area is used to deliver small group tuition for maths, English and literacy. It is also providing extra support in the areas in which they can be most successful – specifically core subjects. It is also one of our 'go to' areas for our most vulnerable students – it has been very successful in supporting students who are experiencing mental health issues such as anxiety.
Attendance Surgeries	2,5,6,7	Meetings with PAL and/or Learning Mentor due to concerns regarding attendance.	<ul style="list-style-type: none"> • Meetings • Monitoring • Follow-up 	Disadvantaged students who are concern regarding their attendance/punctuality attend a meeting with their PAL to discuss our concerns and identify any underlying reasons. Based on this appropriate support is put in place ranging from additional meetings with parents/students, incentive schemes or the intervention of our family liaison worker.
Meet and greet strategy	2,3, 4, 5,6,7	Meetings with PAL and/or Learning Mentor to check up	<ul style="list-style-type: none"> • Meetings • Monitoring • Follow-up 	A designated member of staff, usually the Learning Mentor, will meet and greet students in the mornings who have been identified as having

		on readiness for the day ahead.		issues with a particular aspect of school. This could include issues with attendance, punctuality, lack of equipment and homework.
Monitoring and Tracking	1,2,3,4,5,6,7,8	Process to track different aspects of student progress so that timely support can be put in place.	<ul style="list-style-type: none"> Tracking system 	<p>As well as the obvious elements that are monitored and tracked (progress, exclusions and attendance), we also track other aspects of the experience of our disadvantaged students. This includes:</p> <ul style="list-style-type: none"> Behaviour analysis on a weekly basis so that timely support/interventions can be put in place and to identify the key barriers related to learning. Group movement- we communicate with HoD to ensure that our disadvantaged students have a voice when there is a potential that they may be moved down in the core subjects. Parental attendance – monitor and intervene for parent events. Enrichment – we try to ensure that our disadvantaged students receive their first choice of enrichment activity.

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 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	Support identified disadvantaged students to support them in both the pastoral and academic aspects of school. Under the direction of the PAL the Learning Mentors will work with individuals inside and outside the classroom depending on the need. This may include supporting disadvantaged students in lessons they struggle due to relationships with peers and/or staff, understanding and progress. Learning mentors also work with identified students on developing resilience, cultivating positive relationships with peers and gauge an awareness of any material obstacles faced by our disadvantaged students.
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	Approximately 23% of our disadvantaged cohort (2018/19) have an EHCP or a level of SEN support. 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	This member of staff has a remit to work with 'hard to reach' families of our disadvantaged students. These families are identified through a range of monitoring procedures including attendance to parents' evening and response to school communication. A significant amount of this work will take place outside of school in a neutral location as we have found that the parents/carers experiences of school was usually not positive.

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 – Additional Resources	Nearly 20% of our students in the bottom sets of our Yr11 and 10 English groups are disadvantaged. Success in this subject is key to ensuring students are able to move on to the next stage of their education or training. We have support the English department in providing published additional practice papers to ensure success in English.	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 have supported the Drama department with a trip to the theatre to ensure our disadvantaged students in Yr9 do not miss an opportunity that will develop their cultural awareness and experience.	Income (3) Aspirations (4)	Develop the cultural capital by giving students who have never had the opportunity of being in the theatre the opportunity to see live drama.
11	Drama – LAMDA Tuition	We have supported the 1-2-1 tuition of disadvantaged students in Yr11 studying Drama. This is to ensure that they do not miss the opportunity that others may have access to, to develop their skills related to performing. This will also help these students when they go	Resilience (4) AtL (6)	Attainment and progress outcomes for this cohort.

		to interviews for jobs, colleges and/or university.		
9	MFL	We have supported a trip to the MFL department at Birmingham University for our disadvantaged students in Year 9. As well as promoting the uptake of an MFL subject at KS4 we are aiming to raise aspirations relating to further and higher education.	Aspirations (4)	Increased take up amongst PP students for GCSE
7 & 8	Pastoral – GIV Project	A community based project aimed at our Yr7 and 8 disadvantaged students. This involves working with other schools and partners in the MK community. Students are targeted based on attendance, AtL and social/emotional barriers.	Self-esteem (4) Attendance (7)	Improved levels of attendance and AtL. Ability to present a project to peers and older members of the community.
7 & 8	Pastoral – Venture Award	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.	Aspirations (4) AtL (6) Income (4)	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: Reduction in behaviour points Reduction in exclusions Improved ATL in PR Students will model Ousedale School's Values around school.

Impact of Pupil Premium

Outcomes 2018

- There were 44 disadvantaged students in the 2018 cohort (23 males and 21 females)
- The overall P8 score was -0.21 (-0.20 for males and -0.22 for females). One student, who did not attend school for the majority of KS4 due to a medical diagnosis, adversely affected this. The school worked closely with the student and parents to provide an appropriate provision, which included some time at a hospital school. Unfortunately HB was not able to sit any examinations. Without HB the overall P8 score would be -0.11.
- Disadvantaged students progress is significantly better than their national counterparts:

Bucket	Progress 8 Score		
	School Disadvantaged	National Disadvantaged	National Non-Disadvantaged
Overall	-0.21	-0.44	0.13
English	-0.10	-0.44	0.11
Maths	-0.21	-0.39	0.12
EBacc	-0.23	-0.49	0.15
Open	-0.32	-0.46	0.12

- P8 Overall performance
 - Strong – English (-0.10)
 - Weak – Open (-0.32)
- P8 Male performance
 - Strong – English (-0.06), maths (-0.09), EBacc (-0.07)
 - Weak – Open (-0.48)
- P8 Female performance
 - Strong – English (-0.15), open (-0.15)
 - Weak – Maths (-0.34), EBacc (-0.40)
- HPA disadvantaged students did particularly well in English (0.10), maths (0.22) and the EBacc Buckets (0.09)
- LPA disadvantaged students did particularly well in English (0.23), EBacc (-0.08) and the open (-0.04) buckets
- MPA disadvantaged students are a concern across all buckets.
- Best performing subjects for disadvantaged students (5 or more entries)
 - Engineering
 - French
 - History
- Worst performing subjects for disadvantaged students (5 or more entries)
 - Catering
 - Creative Media
 - Food Studies

Current 2019 Cohort

- Consists of 48 students (23 males and 25 females)
- Higher proportion are HPA and KS2 APS is higher 4.80 compared to 4.53

- Trial exam results show that:
 - Attainment is higher at this stage for all buckets
 - School in house progress measure is more favourable suggesting better progress this year
 - Achievement in maths is more encouraging
 - Achievement for MPA is better
 - English is maintaining strong performance
 - Achievement in open bucket has improved
 - Progress for LPA in maths has improved but still a concern

Exclusions:

- The proportion of disadvantaged students who received one or more Fixed term Exclusions (FTE):
 - has been below the national average for the past two years
 - was just over 1% above the national for Non Disadvantaged
 - approximately 4 times less than the national average for Disadvantaged nationally
- During the period 2015 to 2017, the proportion of students receiving one or more FTE:
 - Has increased by 0.1 percentage point for Ousedale disadvantaged students compared to an increase of 2 percentage points overall and for disadvantaged students nationally
 - Has been less than the proportion of non-disadvantage students nationally
- The proportion of disadvantaged students who have received two or more FTE has been well below the national average for the past three years. In 2018 the comparison was 2.6% of disadvantaged students at Ousedale compared to 10% of disadvantaged students, 3.23% of non-disadvantaged students and 4.6% of all students nationally
- The proportion of all school exclusions involving disadvantaged students decreased by 9 percentage points from 2017 to 2018.

Behaviour:

- The proportion of the total behaviour points awarded to disadvantaged students has decreased by 5% in the last three years.
- Notable decreases involving the proportion of disadvantaged students are:
 - Emergency call outs - 21%
 - Incidents of bullying - 19%
 - Damage to school property – 9%
 - Refusal to comply – 12%
 - Attitude to Learning – 6%
 - Uniform – 13%
 - Disruptive behaviour – 5%
 - Homework – 3%

Attendance

- Analyse School Performance show the school level absence of our disadvantaged students is 8.7% compared to like for like national of 8.1%.

- School data (taking into account the coding for study leave) suggests that this is 7.7%.

Literacy

- Of the students in Year 7 with a reading score below 100, 18 are Pupil Premium. At PR2, 100% were on / above target in English (1 on target / 17 above target)
- 4 Pupil Premium students have completed RWI interventions. 100% on target at PR2 in English. When re-tested with the Hodder reading assessment in March 2019, 100% had an increased score
- 4 Pupil Premium students have completed SEND workshop. 100% on target at PR2 in English

1-2-1 Interviews

Year 9 Pupil Premium Total 54 students	Year 9 Year Group Total 360 students
<p>Careers workshop recommended: 24 %</p> <p>Career Aspirations:</p> <ul style="list-style-type: none"> • Clear idea- 69% • Unsure- 18% • Blank- 13% <p>Post 16 Destination:</p> <ul style="list-style-type: none"> • Ousedale Sixth- 37% • Other Sixth- 6% • Apprenticeships- 9% • College- 26% • Other Training- 2% • Blank- 20% 	<p>Careers workshop recommended: 26 %</p> <p>Career Aspirations:</p> <ul style="list-style-type: none"> • Clear idea- 76% • Unsure- 17% • Blank- 7% <p>Post 16 Destination:</p> <ul style="list-style-type: none"> • Ousedale Sixth- 56% • Other Sixth- 5% • Apprenticeships- 7% • College- 20% • Other Training- 2% • Blank- 10%

Year 11 Pupil Premium Total 51 students	Year 11 Year Group Total 362 students
<p>Careers workshop recommended: 37%</p> <p>Career Aspirations:</p> <ul style="list-style-type: none"> • Clear idea- 76% • Unsure- 16% • Blank- 8% <p>Post 16 Destination:</p> <ul style="list-style-type: none"> • Ousedale Sixth- 43% 	<p>Career workshop recommended: 28%</p> <p>Career Aspirations:</p> <ul style="list-style-type: none"> • Clear idea- 74% • Unsure- 15% • Blank- 11% <p>Post 16 Destination:</p> <ul style="list-style-type: none"> • Ousedale Sixth- 58%

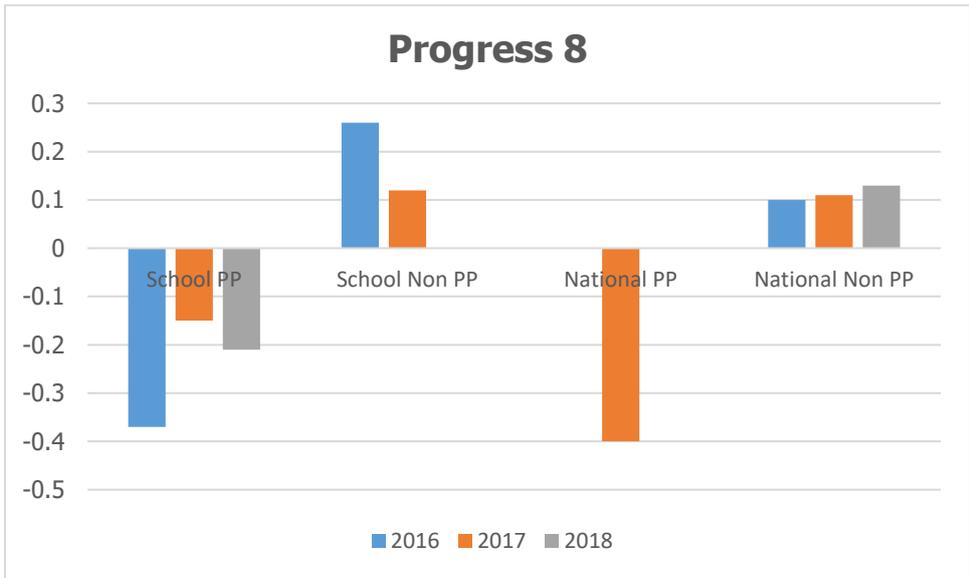
<ul style="list-style-type: none"> • Other Sixth- 6% • Apprenticeships- 8% • College- 33% • Other Training- 4% • Blank- 6% 	<ul style="list-style-type: none"> • Other Sixth- 4% • Apprenticeships- 10% • College- 22% • Other Training- 3% • Blank- 3%
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Other Impacts

- The number of entries per disadvantaged students has gone up from 9.3 for the 2017 cohort to 9.6 for the 2019 cohort
- The proportion of disadvantaged students entered for the EBacc has increased from 23% in 2017 to 35.4% in 2019
- The percentage of disadvantaged students entered for a MFL has increased from 31% in 2017 to 35.4% in 2019

Progress and Attainment over time

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.

