

Oaktree School Pupil Premium Action Plan 20-21



Introduction

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

Using the pupil premium effectively

School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.

Reporting and accountability

Schools are held accountable for the effectiveness of their pupil premium use:

- by publishing a pupil premium statement online
- through inspections
- through published performance tables

Background

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings: to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

In 2012-2013 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). However, schools are held accountable for how we have used the additional funding to support pupils from low-income families.

From September 2012 we have been required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

A longer-term strategy

From September 2019 schools are encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3-year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This will help school leaders to:

- take a longer view of the support the grant will provide
- align their plan with the wider school improvement strategy

Doing this will give schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff development

Total of 48 pupils £51,690

15 pupils aged 7-11 Primary £1345.00 per child (£20,175)

33 pupils aged 11-19 Secondary £955.00 per child (£31,515)

Staff member with responsibility for Pupil Premium children: Loraine Stock

Governor responsible for Pupil premium: Alex Bussandri

Ofsted	Objectives	Strategy	Success criteria	Staff responsible	Cost	Review
<p>Leadership and Management</p>	<p>Good Achievement and positive attitude to school of all eligible children is considered in all aspects of school life.</p>	<p>Children identified and known to staff. Academic progress, behaviour, attendance, participation and well being closely monitored. Intervention and support offered if concerns arise.</p>	<p>Regular monitoring shows that PP pupils achieve close to their fullest potential from starting points. Programmes of intervention or support are put into place in areas of concern. PP pupils leave school as prepared for adult life as non PP pupils</p>	<p>Governors Leadership Team Class teachers Subject leaders Learning Mentor Senior LSA</p>	<p>Intervention Coordinator employed (20% FTE - £10,000)</p>	<p>Over a complex year our pupil premium students have made good progress. With ** achieving their academic targets for English and Maths. PP students progress was monitored throughout the year by class teachers and SLT. Due to COVID restrictions we were unable to use the intervention coordinator to carry out 1-1 interventions. Where needed</p>

						these were carried out by the class teacher or LSAs
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<p>Quality of education</p>	<p>We are specifically vigilant that pupils on Pupil Premium are able to access learning as well as non PP pupils</p>	<p>We have small classes and a high level of support to ensure PP pupils are included in the teaching and learning process.</p> <p>All staff including class teachers are aware of which pupils are PP</p> <p>The class teacher alongside the senior management team, curriculum leaders, LSAs, OT, physiotherapists, EP, school nurse and psychotherapists work collaboratively with these pupils to support their individual needs.</p> <p>All lessons to be differentiated according to their need. Makaton and visual aids to be utilized if needed to support pupils' engagement, learning and enjoyment of communication.</p>	<p>PP pupils are able to access all areas of school life no matter their needs</p> <p>Teachers continually assess pupil progress in all subject areas. Any concerns that are identified are referred to the subject leader and senior management team</p> <p>Intervention programmes set up as needed</p> <p>Monitoring of planning and lesson observations show effective differentiation</p> <p>Bespoke therapy interventions.</p> <p>Regular Makaton training/ practice for all staff</p>	<p>Class teachers LSAs Subject Leaders Leadership Team Other professionals: SALT, Physio, Psychologists, Therapists, Peripatetic music teachers Dram teachers Sports coaches EWO Social Care CAMHS Careers Advice</p> <p>Art Teacher 2 Trained LSA</p>	<p>Monitoring role of Family Liaison Worker (10% FTE - £2500)</p> <p>Interventions led by teaching staff (30% FTE - £10,000)</p> <p>Soft Interventions led by LSAs (40% FTE - £8,000)</p> <p>£2403 £1986</p>	<p>PP students had access to every aspect of school life and had increased access to face to face teaching during the lockdown measures.</p> <p>Progress for these students was continually assessed by class teachers, subject coordinators and SLT</p> <p>Throughout the year, face to face and online planning was monitored by SLT</p> <p>12 students had access to psychotherapy</p>
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<p>Academic progress</p>	<p>For 90% of PP students to reach or surpass their academic targets</p>	<p>All teaching staff aware of which students in their classes receive pupil premium.</p> <p>PP student's progress will be tracked and discussed at a termly assessment meeting. Any students not on course to meet their target will be targeted for specific academic interventions.</p> <p>Purchase the Evidence For Learning Package for use across the school</p>	<p>90% of PP students will reach or surpass their academic targets.</p> <p>Successful interventions will have been implemented to support students with reaching their targets</p> <p>Evidence for learning used confidently and effectively to promote and track student progress</p>	<p>Headteacher Deputy headteacher Assessment Coordinator</p>	<p>Evidence for learning package £1000</p>	<p>Achieved</p> <p>PP student's progress was reviewed and discussed on an ongoing basis by the class team and reviewed termly at SLT monitoring/</p> <p>EFL purchased and up and running across the school</p>
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<p>language and communication</p>	<p>For all PP students to have access to speech, language and communication support to remove any language/ communication based barriers to learning</p>	<p>regular speech and language INSET for all staff</p> <p>Teachers to meet regularly with SLT to discuss targets and strategies</p> <p>SLT to attend parent evenings and EHCP reviews</p>	<p>SLT input supports school staff with promoting an environment that supports the development of keys communication skills for all students</p>	<p>SLT SENCO team</p> <p>Headteacher Deputy headteacher</p>	<p>NA</p>	<p>All PP students had access to SLT input throughout the year. Based on the SLT assessments, this either took the form of 1-1 or group SLT input.</p>
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<p>Improved attendance</p>	<p>For PP students to achieve 95% attendance across the year</p> <p>For any barriers to high attendance to be worked through or removed</p>	<p>For high attendance to have a high status within the school, across all age groups.</p> <p>High attendance to be promoted throughout the school via posters</p> <p>Students who have high attendance and improved attendance will receive a termly certificate in assembly</p> <p>EWO involved to support students and families with poor attendance</p> <p>Support for students and families from class based staff and from family liaison/ head of pastoral care to improve attendance</p> <p>The school will work closely with social care and other agencies who may be able to support young people and families with removing barriers to attendance</p>	<p>Attendance in school will improve towards our overall attendance of 95%</p> <p>Individual students and families will meet their targets</p> <p>Individual targets are tracked through half termly meeting attendance meetings</p> <p>Any concerning attendance trends for individual students or groups of students to be spotted and tracked at regular meetings between deputy head, office manager and EWO</p> <p>appropriate support and interventions put in place for these students/ groups as soon as possible</p>	<p>Deputy head headteacher office manager EWO</p>	<p>Budget for individualised rewards for students who achieve their target- £200</p>	<p>PP students achieved 91.9 % attendance over the course of the year.</p> <p>PP attendance was monitored throughout the year by class staff. The deputy and welfare officer. Where necessary the EWO was also involved in conversation with staff, parents and pupils.</p> <p>Where needed, individual targets were set for students. Students came to the deputy Headteacher's office each day to tick themselves in. They received ongoing praise and encouragement from the deputy, welfare officer and from class staff.</p>
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<p>Personal development</p> <p>Behaviour and attitudes</p>	<p>Pupils on Pupil Premium enjoy a positive attitude to school life including Early Birds and After School Club.</p>	<p>Monitor the behaviour, attendance and participation in school life to ensure parity with non PP peers</p> <p>Encourage attendance at out of hours activities (trips, weekends away etc) through full financial subsidy and gentle persuasion if uncertain</p> <p>Good attitude and behaviour rewarded with school trips and suitable prizes</p> <p>Parents of PP Pupils are specifically encouraged to attend termly coffee mornings where parents can support each other and share their experiences. Outside agencies are often invited to these meetings who can offer further free guidance and support on central issues Pupil Premium parents</p> <p>Funding provided for musical tuition</p>	<p>No unusual patterns of poor behaviour No unusual patterns of attendance</p> <p>PP pupils attend activities and experiences in line with non PP pupils.</p> <p>Good attendance at coffee morning</p> <p>PP attend and enjoy music tuition</p>	<p>Office Manager Learning mentor Senior LSA</p> <p>Friends of Oaktree</p> <p>Music coordinator EASS</p>	<p>Coffee morning supplies £200</p> <p>100% subsidy of music tuition (£3781)</p>	<p>Behaviour for PP students was generally excellent across the year. Any incidents of behaviour were dealt with by either the class team or by a member of SMT in a supportive manner, utilising the whole school positive behaviour approach</p> <p>PP students had full access to all school activities throughout the year.</p> <p>Due to covid restrictions it was not possible to have face to face coffee mornings. The virtual coffee mornings were well attended by PP families.</p> <p>Due to COVID 19 restrictions we were unable to offer face to face 1-1 music lessons this year. For 21- 22 the school will fund a course of guitar and Piano lessons for each class with a specialist music teacher.</p>
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<p>Developmental play and social skills</p>	<p>For Pupil Premium to engage in rich play activities during play/ free time</p> <p>For pupils on pupil premium to develop their language and social skills through play activities</p>	<p>Purchase outdoor speakers and a microphone to be used in the outdoor classroom so that this space can be used for dancing and singing at play times. This equipment can also be used for outdoor assemblies and class performances</p>	<p>Students develop self confidence, sense of fun and an enjoyment of dancing and singing in an outdoor space</p>	<p>Kaz Deputy headteacher</p>	<p>£250 for the purchase of outdoor speakers, two microphones, extension lead and other leads</p>	<p>Outdoor speakers have been purchased and set up in the outdoor classroom. They are used at break times and during golden time. Students have enjoyed this greatly and occasions where the speakers are used are very well attended.</p>
<p>Mental health and wellbeing</p>	<p>For pupil premium students to have a positive self image, positive wellbeing and good mental health</p> <p>For pupil premium students to have a space to work through any emotional barriers to learning</p>	<p>Students who are on pupil premium will have the opportunity to work with Paul Cutler the school child psychotherapist if they need to. Additionally referrals will be made to SCAN or EP if required.</p>	<p>Students emotional and mental health needs will be supported by an appropriately highly trained practitioner</p>	<p>Child Psychotherapist Headteacher Deputy head Pastoral care lead SENCO team</p>	<p>Child psychotherapist for two days a week £8, 000 for pupil premium students</p>	<p>PP students who were identified as benefiting from additional therapeutic support, were placed with Paul (child psychotherapist) and received individual psychotherapy on a weekly basis.</p>

<p>Physical health and wellbeing</p>	<p>For pupil premium students to be able to develop independent cycling skills and where appropriate cycling proficiency</p> <p>For students to have access to a range of sporting/</p>	<p>repair and maintain all three wheeler and two wheeler bikes. Classes to have access to bikes for regular physical activity and during appropriate free time</p> <p>For students who are able to partake in the cycling proficiency program.</p> <p>Purchase three three wheeler scooters so that students who are unable to use bikes have a means of participating in cycling</p>	<p>For all students, including pupil premium students, to have access to either cycles or scooters on a regular basis.</p> <p>For students who are able, to be able to participate in cycling proficiency training</p>		<p>Bike repairs £500</p> <p>3 three wheeler scooters £450</p>	<p>Cycles were repaired and widely used at break and lunch time with adult support and supervision.</p> <p>Additional scooters and three wheeler vehicles were purchased to increase participation of PP students of all ages.</p>
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	fitness/ leisure activities	proficiency programs. These scooters will also support students to develop independence				
Social and cultural development	For PP students to have access to a wide range of school trips which offer rich social and cultural experiences	Class teachers to book regular class trips to theatres, places of worship, historically significant destinations, reward trips	For PP students to have full participation in a wide range of school trips throughout the year* COVID dependent	Headteacher Deputy All teachers	Contribution towards trip costs £1000	Due to COVID restrictions, it has not been possible to offer a full range of school excursions over the course of this year. This will be a focus of next year's plan
Preparing for adulthood	For all pupil premium students to access to individualised pathways to employment and specific further education courses	For all students post year 9 to begin to progress along individualized pathways towards further education and employment This was adjusted to year 8 and above.	Appropriate, individualised pathways will be identified for students post year 9, will be identified. Students will be supported through these pathways to a successful outcome	Assistant headteacher with responsibility for 6th form Headteacher Deputy SENCO team Career advisor	Purchase of learning materials and accreditations (OCR) £1000	OCR resources purchased and rolled out across the school.
Parental participation in school life/ full involvement of professionals	For Oaktree to be able to fully integrate the views of parents and professionals into key meeting held around the school during the COVID-19 pandemic	Purchase a high quality sound bar, webcam and omnidirectional microphone for use in video link meeting so that these can be carried out as efficiently and effectively as possible, allowing all participants to contribute their views	Views of parents and professionals who are unable to be present at the school site during the COVID pandemic will be fully heard and incorporated into meeting outcomes	ICT technician Deputy SENCO team	sound bar £200 Omnidirectional microphone £50 High quality webcam £70	With upgraded webcams, the purchase of a sound bar and mini directional microphone was not required. The high quality webcams allowed parents, students and staff to maintain contact through video calls, parent consultations and online lessons throughout the pandemic.