



## **Pupil Premium Strategy 2017-2018 Academic Year**

### **Mission statement**

#### **“Excellence for Everyone”**

We are determined to ensure that our pupils are given every chance to reach their full potential. Pupil premium funding enhances our curriculum offer. All our work through the pupil premium is aimed at accelerating progress, particularly in communication and interaction.

Accountability is with the Principal and Senior Leaders who decide how to use the premium. They report the decisions to the governors and publish how the money has been used and the describe the impact. The report is then published on the school website.

SLT have also decided pupil premium funding should be used to support mental health and emotional wellbeing by working more closely with a range of therapists to identify need and implement support strategies for our identified children.

Some of our funding will be used to purchase resources to support specific EHCP objectives for our identified pupils in an integrated and targeted way.

In 2017/18 financial year, 66 West Oaks pupils were eligible for the pupil premium and CLA. This amounted to £117,375 funding allocation. Whilst the additional funding is released to us at the start of the financial year, we are asked to report on the impact over the course of an academic year and has been used for a range of purposes including:

- Provision of individual aids to support learning e.g. laptop, iPad.
- Specific ICT programmes, software and apps to aid learning.
- Increased levels of 1:1 staffing to provide “target intervention” sessions in numeracy, literacy and speech and language (Talking house input).
- Educational resources
- Onsite creative and expressive events
- Therapeutic input by Music therapist and Occupational therapist
- After school clubs and holiday clubs
- Contribution to the re-development of Immersive space at Boston Spa.
- Contribution to the cost of adaptation of learning spaces and acoustics at Woodhouse Learning.
- Funding of off-site activities and residential activities to help develop self-esteem, build relationships and develop more effective communication and interaction skills.
- Support with funding of extra school trips, farm visits, RDA etc.
- Contribution to the lease hire of a vehicle to facilitate access for pupil premium cohort.

**A breakdown of the actual expenditure for the year 2017/18 shown below.**

Our 2017/18 allocation was spent in the following key areas:

Key areas	Cost	Outcome
Ongoing part funding of Teaching and Learning Co-ordinator Posts (Leadership)	£15,362	<ul style="list-style-type: none"> <li>• Quality daily teaching and sharing of expertise sets high expectations and develops teachers' practice.</li> <li>• Facilitating sharing of good practice.</li> <li>• Quality assurance and solid data analysis.</li> <li>• Positive 10% increase in outstanding teaching across the Pod</li> <li>• Increased 5% of children working at/above target (2016/17 %).</li> </ul>
Speaking and Listening Interventions (Talking house subsidy)	£30,000	<ul style="list-style-type: none"> <li>• Increased 5% of children working at/above target (2016/17 %).</li> <li>• Additional language assessment and EP or SLT support for targeted group having real impact.</li> <li>• Targeted speech and language and EP assessments increased by 25%.</li> </ul>
1:1 Direct teaching (Literacy and Numeracy)	£8,000	<ul style="list-style-type: none"> <li>• Increased 5% of children working at/above target (2016/17 %).</li> </ul>
Additional staffing time to support intensive interaction (2 x PLI time allocated to work across the 4 pods).	£16,500	<ul style="list-style-type: none"> <li>• Two named people championing pupil premium cohorts in the Pod learning communities.</li> <li>• 10% of pupils speaking, vocalisation and listening skills increase in identified cohort.</li> <li>• Named PLI for each site responsible for outcomes of targeted groups.</li> </ul>
Investment in Technology: use of mobile technology, use of tablets and purchase of new prowise screens and iPads.	£15,000	<ul style="list-style-type: none"> <li>• Promotion of personalised learning outside of the school environment leads to better access to anytime/anywhere content for families and PP groups.</li> <li>• Training for families on what technology is for/pedagogical approaches and how to use in the home will enhance meaningful home learning and will help improve school to home learning.</li> </ul>
Additional staffing for Targeted individual/group support	£14,074	<ul style="list-style-type: none"> <li>• One Learning Guides (Temp 1 year) help boost support in key areas (speaking and listening).</li> <li>• Extended Learning time through focused activities for individuals and groups.</li> <li>• Provision of catch up sessions and revision sessions for SATS will lead to increased</li> </ul>

		attainment in KS2 English and Maths Assessment (data outcome).
Additional staffing for Therapeutic Interventions and support (Occupational and Art Therapist/Music Therapy)	£6,075	<ul style="list-style-type: none"> <li>• Staff help boost support in access to educational activities.</li> <li>• Extended Learning time through focused activities for individuals and small groups.</li> </ul>
Better acoustics and soundproofing developed at Woodhouse Learning	£1,550	<ul style="list-style-type: none"> <li>• New quieter spaces enable a better access to learning.</li> </ul>
Contribution to lease hire costs of additional vehicles for access to activities for pupils.	£2,000	<ul style="list-style-type: none"> <li>• Ensures access to activities that promote enjoyment, enrichment and independence for KS3 PP group.</li> <li>• Also develops problem solving, improving own learning through developing key skills such as communicating with others.</li> </ul>
Ongoing support for "Radio West Oaks"	£2,500	<ul style="list-style-type: none"> <li>• Facility improves conditions for learning for KS4 pupils.</li> <li>• School "SEN" radio station uses ICT to raise SEND awareness and helps improve attainment by developing key skills such as communicating with others</li> <li>• Also develops problem solving, improving own learning and performance, as well as speaking, listening and reading writing skills.</li> </ul>
PP Residential Activities to target Groups in KS3 and support for holiday and after school costs.	£2,000	<ul style="list-style-type: none"> <li>• Ensures access to activities that promote enjoyment, enrichment and independence for KS3 PP group.</li> <li>• Also develops problem solving, improving own learning through developing key skills such as communicating with others.</li> <li>• 5% increased access to OAA activity by target group.</li> </ul>
Educational Resources	£3,926	<ul style="list-style-type: none"> <li>• Assessment programmes and materials for Maths, English and Phonics will increase attainment and access to our curriculum (Target increase 5%)</li> </ul>
<b>Final total</b>	<b>£117,375</b>	Review initial spend allocation 7.2.2019

## **Impact of Expenditure**

The school's evaluation of its own performance is thorough and tracking of progress over time for each pupil quickly identifies any dips in performance and helps the school develop strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessments are closely moderated to ensure they are accurate
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working and case studies are used to evaluate the impact of interventions
- A designated member of the SLG maintains an overview of pupil premium spending and a named governor is given responsibility for pupil premium

## **How has the pupil Premium made a difference to the attainment of the pupils?**

The impact of the use of the pupil premium has been to raise pupils' self-esteem and their confidence, which in turns help them have a more positive approach to their learning. Analysis of pupil progress data shows that pupil premium pupils achieve as well as all other pupils in school. No single intervention provides a complete solution, we use a range of strategies to meet need, and we aim to refine annually.

In addition, individualized and focused work has helped improve attainment in literacy, particularly in the use of phonics and spelling, allowing pupils to gain more confidence in reading. West Oaks School assessments indicate that nearly all pupils made progress with individual mentoring support and then pupil premium has enabled pupils to close gaps in their attainment of both numeracy and literacy, as well as making strides in their personal, social and emotional development.

Support and intervention has been effectively targeted in communication and interaction, reading, speaking and listening for our pupil premium eligible students. In the target areas (English, Maths, Science) that we tracked our pupil premium pupils they performed as well as our non-pupil premium pupils in the majority of strands (July 2018 data capture). The gaps between cohorts continue to close and pupil premium pupils perform slightly better than non-pupil premium pupils in speaking and listening.

The activities and strategies outlined above are only a sample of the work undertaken last year as West Oaks strives to ensure that every student makes sustained progress relative to their starting points. Our data capture has been based on the upper quartile of Progression Guidance.

## Progress data capture – 2017/18 Target areas

English	Reading	Writing	Listening/Receptive comm	Speaking/Expressive comm	Spoken Language (NC only)
	All (181) +50 pupils 2017/18	75%	75%	68%	53%
Pupil Premium (59) +14	71%	71%	73%	54%	88%
Not Pupil Premium (122) +36	77%	76%	66%	53%	88%

Maths	Number	Measurement	Geometry	Statistics (NC only)
	All (181) +50 pupils 2017/18	75%	76 %	76%
Pupil Premium (59) +14	69%	71%	69%	69%
Not Pupil Premium (122) +36	78%	78%	79%	82%

Science	Electricity	Sound	Rocks
	All (181) +50 pupils 2017/18	86%	88%
Pupil Premium (59) +14	83%	86%	69%
Not Pupil Premium (122) +36	87%	89%	70%

### English and Maths Key

**Green** = More than 75% of pupils reached their targets and had expected progress (based on the upper quartile of Progression Guidance).

**Amber** = Between 60 and 74% of pupils reached their targets and had expected progress (based on the upper quartile of Progression Guidance).

**Red** = Less than 60% of pupils reached their targets and had expected progress (based on the upper quartile of Progression Guidance).

Science key

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A particular focus during this academic year was reading and writing with an increased input from Speech/Language Therapists (SLT) ensured the pupil premium cohort did as well as non-pupil premium cohort. This will be an ongoing initiative as we will increase and match fund the SLT allocation in 2018/19 to ensure all pupils benefit and our whole school curriculum is more accessible to our growing population. The choices we make in allocating the pupil premium money is vital in ensuring the funding is targeted to raise pupil's attainment and aspirations. In **2018/19 £122, 436** provisional pupil premium funding has been allocated to the school and the table below identifies our expenditure plans.

Curriculum support	2018/19 Allocation <b>£122,436</b>
Small group work/teaching support – learning coach roles	£10,000
Music Therapist (2 days a week)	£4,193
Targeted intervention for selected PP students – reading/speaking.	£8,000
Additional teacher employed (PT to support numeracy at both sites.	£16,250 contribution
A2L (Access 2 Learning) curriculum to meet needs of pupils experiencing difficulties at KS2.	£3,700
Software programmes and licences– B Squared, Education city, Mathletics	£3,500
Partial funding of Family Engagement Workers (2)	£10,061
	<b>£55,704</b>
Access Support	
Subsidised residential/activities for target pupils	£2,000
Summer school support	£2,000
Occupational therapy support	£6,000
Ongoing Technology support and new equipment	£2,500
Educational resources	£2,000
Staff training (Makaton, Sensory Integration)	£4,000
Speech and Language support programme (Talking House)	£23,000 (+£20,000 school)
Communication specialist input	£2,300
Individual pupil expenditure	£5,693
Specialist EAL support and online resources	£8,234
Lease of mini-bus	£2,864
Activity Funding (CLA)	£2,600
	<b>£63,191</b>
CLA Champion/Programme Lead	
CLA Progress/Innovation Lead	<b>£3,541</b>
Total Allocation	<b>£122,436</b>

**Interim review of Pupil Premium spending/impact by Chair 8<sup>th</sup> February 2019.**