

Statement of Pupil Premium strategy – Oastlers School 2018-19

1. Summary information					
School	Oastlers School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2018-19	Total PP budget	£122,490 (Inc. £40,581 c/fwd. & anticipated £32,504 LAC funding)	Date of most recent PP Review	May 2019
Total number of pupils	83	Number of pupils eligible for PP	64 (77%)	Date for next internal review of this strategy	October 2019

2. Current attainment: (last updated May 2019)		
	<i>*numbers correct at the time of the data trawl</i>	
	Pupils eligible for PP (63)*	Pupils not eligible for PP (12)*
% achieving strong or stronger progress in English	68% (43)	92% (11)
% achieving strong or stronger progress in Maths	86% (54)	92% (11)
% achieving strong or stronger progress in Science	70% (44)	75% (9)
% achieving 5 or more grade A-G GCSE (2017/18 results)	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Achievement on entry generally is significantly well below expected levels
B.	Social and emotional challenges that are long term and complex
C.	Mental health disturbance that are long term and complex
D.	Chronologically functioning well below the age-related expectations
External barriers	
E.	Social deprivation: long-term poverty and low future aspirations

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Significant improvement in steps and academic achievement	Learners make strong (1 step) progress but many to make stronger (>1 step per annum) progress in order to narrow the gap.
B.	Fully participating and functioning in the local and wider community.	Accessing plentiful socially valuable experiential learning experiences, which in turn will increase self-esteem, confidence and skills (practical and social) that contribute to employability, access to FE and training opportunities ensuring full participation in community life. No involvement in anti-social behaviour or offending behaviour.
C.	Our preventative therapeutic model sees a reduction in the necessity for Tier 3 or Tier 4 services.	Positive mental health and emotional well-being. Prevention of full scale mental health disturbance and requirement of Tier 3/4 intervention.
D.	An increase in A-C, GCSE achievement in English and mathematics.	Learners make strong (1 step) progress but secure stronger (>1 step per annum) progress in order to narrow the gap.
E.	Ensuring that the school works in a multi-professional community in order to signpost families to early intervention services through our multi-agency working.	Families in need are receiving 'Early Help' and thus reducing the risk of long term or chronic difficulties and further crisis. Clear pathways between home and school and access to wider support agencies. Families effectively signposted to Early Help services in a timely manner.

5. Planned expenditure

Academic year **2018-19 (£122,490 currently available)**

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 & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Embed English skills across the curriculum. To include:</p> <ul style="list-style-type: none"> - Workshops (e.g. Creative Writing) - Guest speakers - Theatre trips - Cinema events - Additional library books. 	<ul style="list-style-type: none"> • Improve reading skills through the use of Lexia and Bedrock Vocabulary programs using iPad technology. • Experiential learning opportunities to further improve vocabulary. • Exam reader pens to aid GCSE outcomes. • The introduction of Media Studies. <p>£5,000.</p>	<p>Evidence is suggesting that learners continue to have gaps in reading and literacy skills. In order to narrow the gap, the school must:</p> <ul style="list-style-type: none"> • improve reading skills. • improve writing skills. • improve overall literacy skills in order that learners are well prepared for GCSE outcomes. • Improve vocabulary. 	<p>English, specifically reading, is timetabled for 40 minutes per day using Lexia and bedrock as a medium for further developing and consolidating basic literacy skills in a fun way. Through analysing data collections and Lexia reports, we can see that learners are already showing signs of progress and we are looking at further software for those who have completed Lexia.</p>	SW	Half termly.
<p>Improve specialist subject knowledge, specifically in English, through school to school partnerships and high quality CPD.</p>	<p>All staff involved in the teaching of English and basic literacy skills require further high quality training to equip them with specialist skills in order to make sure that children learn well in English:</p> <p>£2,000.</p>	<p>School has identified specific gaps in skills at the end of Key Stage 3 that require specialist intervention.</p> <p>In order to support our less able and our more able learners to develop higher order skills our staff also need to access specialist training.</p>	<ul style="list-style-type: none"> • Purchase external courses specifically aimed at English across all Key Stages and phases. • Provide staff with the opportunities to network into mainstream primary and secondary school. 	SW	Ongoing.

Embed mathematic skills across the curriculum	Improve mathematic skills through the use of creative, solution focused mathematical activities. This will involve accessing specialist maths software, workshops and resources to further support consolidation of basic skills so that learners can apply knowledge to everyday situations. £1,500.	Evidence is suggesting that learners continue to have gaps in their mathematical knowledge. In order to narrow the gap, the school must improve overall numeracy skills to ensure that learners are well prepared for GCSE outcomes. Additionally, learners require greater experiential learning in order for them to apply mathematical knowledge across all subjects.	<ul style="list-style-type: none"> • We will know that learners are making progress by analysing data collections, which will inform improvements of learner outcomes. • Improved GCSE outcomes. 	PG	Half termly.
Improve specialist subject knowledge, specifically in mathematics, through school to school partnerships and high quality CPD.	All staff involved in the teaching of mathematics and the basic numeracy skills require further high quality training to equip them with specialist skills in order to make sure that children learn well in mathematics: £1,000.	School has identified continued gaps in numeracy skills at Key Stage 3 that require specialist intervention. In order to support our less able and our more able learners to develop higher order skills our staff also need to access specialist training.	<ul style="list-style-type: none"> • Purchase external courses specifically aimed at mathematics across all Key Stages and phases. • Provide staff with the opportunities to network into mainstream primary and secondary school. 	PG	Ongoing.
The introduction of a brand new accredited course in Music Technology.	Specialist training in music technology and the equipment, including that for 'Oastlers Radio Station' to help deliver this throughout school. £6,000.	Learners enjoy creative music. They are keen to develop skills and techniques more relevant to their social context. The rationale is to accredit outcomes to widen future opportunities and raise aspiration in the technological world.	<ul style="list-style-type: none"> • Timetabled and optional for years 8-11, leading to a BTEC qualification. • Increased opportunities for post 16 destinations. 	GM	Ongoing
Total budgeted cost					£15,500.00

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Target those learners who are currently functioning at less than step 2.5 in order to accelerate progress to achieve at least one step progress per annum to bring them in line with their more able peers.	To provide 1:1 targeted intervention outside of school and within the Literacy and Numeracy Workshop accessing specialist software and specific interventions: £6,004. .	Evidence suggests that lower ability groups need to make better progress in literacy and numeracy and our more able learners need to be further challenged. We require all our learners to make at least strong progress, or stronger progress to ensure rapid gains in core subjects. Enhancing targeted interventions to ensure learners can access the wider curriculum.	The school is to implement a raft of additional resources, time and training to elevate English and mathematics. The School Development Plan outlines in detail the whole school focus on improving outcomes in literacy and numeracy. Data collections will inform improvements of learner outcomes.	SW	Half Termly
Provision of new opportunities through music which is widely acknowledged as providing increased literacy and numeracy skills but also therapeutic benefits for preparedness for learning.	Extensive peripatetic offer to include a wide range of instruments: £12,627.	There is an increase in interest in music, both for its learning benefits as well as its therapeutic benefits. For a high number of pupil premium learners, there is the very real possibility of accredited outcomes. An opportunity for learners to develop their creative side.	<ul style="list-style-type: none"> • Through the commissioning of highly skilled practitioners. • Through registering the school with relevant awarding bodies. • Through regular review. • Through the promotion of music in school, and accredited outcomes. 	DB/ GS/SH	Ongoing
To support learners who are emotionally dysregulated into a position to access learning.	Provision of support within the Sanctuary and access to an Education Psychologist: £15,305.	Through the provision of a 'Safe Space' with available counselling, learners have the opportunity to reflect on their emotional distress and agree strategies for coping with it in order for them to be in a position to access the classroom. The Sanctuary provides a space for wider reflection and Restorative Justice providing an opportunity for children to move on from crisis, through the cycle of repair experience, and back into learning. Having access to psychology support for	The schools robust safeguarding procedures will ensure the right learner accesses the right level of support in a timely manner. Once accessing therapeutic support, the safeguarding procedures monitor and track progress.	FG/ PP/AJ	Termly

		learners, staff development and the families Oastlers so the identification of specific need is clear and strategies are in place to meet need.			
Total budgeted cost					£33,936
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The school has a duty to support learners to understand the consequences of offending behaviours. Many of our learners are at risk of anti-social behaviour so the need to explore rights and responsibilities is paramount in order to reduce, or eliminate, criminality.	Full-time Safer Schools Officer: £5,000.	There is evidence that suggests many of our learners are involved in risk taking behaviours. The recruitment of the schools Safer Schools Officer has meant many difficult issues are responded to quickly and efficiently thus reducing escalation and possible offending outcomes. There is work to do to repair fractured relationships between complex families and the police agency thus reducing anti-social behaviour.	Recruitment of a highly qualified and experienced detective police presence in school, available to deal with conflict resolution.	CW	Ongoing
In order to promote positive peer relationships, learners at Oastlers are supported during play. Taking turns, patience, understanding of social norms are learned through play. Using equipment that promotes structured play is essential not only socially but supports development of healthy living and healthy physical development. The result is happy, confident, healthy children.	Outdoor play equipment: £7,000.	There is significant evidence suggesting that obesity is becoming problematic for many young people. Children are no longer taking part in traditional play activities in the ever increasing digital world. Our rationale is to provide experiential play opportunities in order to develop socially and enjoy healthy lifestyles. Additionally, learners need to be provided with opportunities to enjoy good relationships with others which reduces and even avoids disruptive behaviour.	Purchase or high quality outdoor recreation equipment that can be accessed by all, supported by staff.	LB	Sept 2019
Children who enjoy a calm space, particularly following a period of dysregulation, will	Creation of a sensory garden: £500.	There is established research that indicates the calming benefits of the natural world. Plants provide a sense of peace and	Learners to be involved in the planning and execution of the design of the garden	JF	Sept 2019

benefit from time in our sensory garden.		tranquillity as well as the obvious sensory benefits from touch, smell and the sight of flowering plants. The provision of a sensory garden will provide significant therapeutic benefits for learners with sensory and emotional difficulties.	that will be enjoyed by many.		
Learners to benefit from wider learning experiences through the provision of residential opportunities.	Outdoor Education and Residentials, including to; - Coniston - London - The Oval - FlamingoLand £11,850.11.	Learners need to: <ul style="list-style-type: none"> • Develop personal, social and emotional wellbeing in order to develop new skills, citizenship, rights and responsibilities, essential life skills and team building. • Reduce involvement in anti-social behaviour. • Acquire new learning opportunities. • Apply learning in an abstract context. 	Continue to work closely with the specialist outdoor education team who have the skills and resources to ensure that the experience is of the highest quality.	SR and SW from the Outdoor Ed. Team	Ongoing
The prevention of anti-social behaviour after school and during the holiday.	Summer School Activities and after school Youth Club: £4,000.	School will aim to prevent anti-social behaviour through the development of team building activities, resilience, emotional well-being and experiential learning. Learners benefit from the continued connectivity to school during non-school periods.	Offer of activities to attract attendance. Run by skilled staff who have positive relationships with learners. Clear, organised activities overseen by the Behaviour Manager.	IK/ CB	N/A
Timely response is needed to support family and learner crises so that children can then re-focus on learning.	Provision of a full-time Education Social Worker, Child Protection Lead and Home School Liaison Officer: £5,000.	Learners and their parents/carers are frequently in crisis. Evidence indicate the high volume of child protection and causes for concerns that require an immediate response to prevent further escalation. Learners with poor attendance rates require intense management to break negative cycles. A dedicated response from the school is necessary to ensure high standards are maintained.	The provision of a highly skilled, experienced ESW to undertake CP lead. Report to SLT. Take part in OASIS and Safeguarding Group.	JT	Termly
Learners demonstrate a lack of or poor levels of emotional resilience. Access to therapeutic support and interventions help to develop resilience skills, problem solving skills and attentiveness and a sense of involvement with others.	Increase therapeutic interventions to include; <ul style="list-style-type: none"> • Talking therapies • Physical therapies • Relaxation therapies • Pottery £17,537.50.	<ul style="list-style-type: none"> • Learners come into school daily in crisis. It may be triggered from home, because of difficult relationships, anxiety, fear, anger and many other factors that dysregulate. These need addressing immediately. The provision of 'Talking Therapies' are accessible immediately and include counselling, or other available therapies on site. • For learners who require longer-term 	Therapists provide termly reports to SLT Reduction in dysregulation and increased ability to manage crisis.	Various	Termly

		<p>therapeutic interventions, access to Talking Therapies may need to be supported by some of our Relaxation Therapies such as yoga, talk and draw therapy, for example.</p> <ul style="list-style-type: none"> • For our more active learners who have high energy levels we offer Rebound Therapy. • The school recognises the need for developing further therapeutic responses to individual child need and continues to seek out therapies to add to its developing therapeutic offer. 			
Some learners require specific or bespoke support so they can access learning.	Down to individual need: £3,000.	In order to meet individual circumstances, we have identified a small amount of the Pupil Premium grant to meet need. This may include access to the schools hair and beauty room to help improve self-care skills.	<ul style="list-style-type: none"> • Children accessing work experience. • Attending school in full uniform • Access to the Hair and Beauty room for personal hygiene. • After school activities such as archery and football. 	FG	Weekly
Total budgeted cost					£53,887.61

6. Review of expenditure				
Previous Academic Year		2017/18 – Allocation £121,813.33 (including carry forward balance)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Embed English skills across the curriculum.	Improve reading skills through the use of Lexia and iPad technology and the purchase of additional library books, for daily reading exercises:	<ul style="list-style-type: none"> • Increase in reading age. • Increase in interest in reading. • Increase in confidence of use of related technology. • Increase and satisfaction of improvement in reading skills. • Developing independent learning. 	<ul style="list-style-type: none"> • Managing the technology to avoid exploitation. • There are not enough iPads in school. 	£4,629.37
Improve specialist subject knowledge, specifically in English, through school-to-school partnerships and high quality CPD.	All staff involved in the teaching of English and basic literacy skills require further high quality training to equip them with specialist skills in order to make sure that children learn well in English:	<ul style="list-style-type: none"> • Upskilled specialised teacher of English. • The learning disseminated across the staff team. • Specialist Leader in English achieved by the Head of Department. 	<ul style="list-style-type: none"> • Sourcing relevant courses for English is challenging, less so in numeracy that do not place additional pressure on the budget. 	£430.00

<p>Embed mathematic skills across the curriculum</p>	<p>Improve mathematic skills through the use of creative, solution focused mathematical activities. This will involve accessing specialist maths software and resources to further support consolidation of basic skills so that learners can apply knowledge to everyday situations.</p>	<ul style="list-style-type: none"> • Not fully achieved due to the focus on literacy in school. • The technology is in place, purchased and ready to go. 	<ul style="list-style-type: none"> • Going forward, we need to focus on literacy and numeracy schools in equal measure. 	<p>£3,344</p>
<p>Improve specialist subject knowledge, specifically in mathematics, through school to school partnerships and high quality CPD.</p>	<p>All staff involved in the teaching of mathematics and the basic numeracy skills require further high quality training to equip them with specialist skills in order to make sure that children learn well in mathematics:</p>	<ul style="list-style-type: none"> • The Head of Department has attended a number of 'The Hub' courses which has upskilled staff delivering numeracy. • A 'Maths for iPads' course is booked for the autumn term. • Timetable 'Rock Stars' app is to be introduced after October half term. 	<ul style="list-style-type: none"> • Access to the iPad technology has been somewhat delayed. 	

The introduction of a brand new accredited course in Music Technology.	Specialist training in music technology.	<ul style="list-style-type: none"> • Out tutor is now accessing the course at Shipley College, which will be funded in 2018/19. • It is too soon to evaluate. • This is a high-energy activity which has already been well received by all year groups. • Accredited outcomes are expected. 		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Target those learners who are currently functioning at less than step 2.5 in order to accelerate progress to achieve at least one step progress per annum to bring them in line with their more able peers.	To provide 1:1 targeted intervention outside of school and within the Literacy and Numeracy Workshop accessing specialist software and specific interventions:	<ul style="list-style-type: none"> • Lower ability learners make strong progress in English as a result of additional support from the Workshop. • Low ability learners have made strong progress in numeracy as a result of the intervention. <p>Both will continue into the new academic year – 2 learners are now working with Kip McGrath outside of school.</p>	<p>The Workshop can evidence significant impact on individual learner progress and as such is a valuable resource for Pupil Premium learners. It will remain funded going forward.</p> <p>We will be looking to wider the offer of additional tutoring.</p>	£4,750
Provision of new opportunities through music which is acknowledged supports learners in the development of numeracy and literacy skills.	Extensive peripatetic offer to include a wide range of instruments:	Introducing a wide range of instruments into school has resulted in over half of our learners taking part in music of some sort. Tuition taking place includes: guitar (classical, electric and bass), drums, including samba and steel pan, keyboard, voice, trumpet and trombone. Singing is new to the offer but with positive take up.	It has been challenging to tutor learners towards an accredited outcome as yet they still change their minds and try new instruments. While those playing brass instruments have passed accreditation, we wish to widen this and capture more learners securing grades and greater participation in performance as they often lack the confidence to do this, despite talent.	£9,155

<p>To support learners who are emotionally dysregulated into a position to access learning.</p>	<p>Provision of support within the Sanctuary: £4,000.</p>	<p>The Sanctuary continues to be one of the most important 'safe spaces' in school for the provision of reflection, Restorative Justice and 1-1 counselling. Our messages, tweets and reflective logs provide ample evidence to support the value our learners place on support through counselling. Learners are able to self-regulate in this space and return to class calm and collected.</p> <p>School has secured two qualified Attachment Leaders though them attending the course.</p>	<p>Managing the volume of referrals to Sanctuary is important to keep the space available for different levels of intervention. There are now bookable appointments, individual and group sessions and self-referral/drop in sessions but this needed to be carefully planned as the Sanctuary is enormously popular and required by the vast majority of learners in school. Keeping both the space and staff protected is paramount to keeping the service successful.</p> <p>A second counsellor in this area would be beneficial, such is the demand.</p>	<p>£5,323.35</p>
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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<p>The school has a duty to support learners to understand the consequences of offending behaviours. Many of our learners are at risk of anti-social behaviour so the need to explore rights and responsibilities is paramount in order to reduce, or eliminate, criminality.</p>	<p>Full-time Safer Schools Officer: £4,000.</p>	<ul style="list-style-type: none"> • Significant Safeguarding Lead in school. • Child Protection Officer. • Reduction in Anti-Social behaviour. • Working with learners to bring about restorative justice. • E-Safety benefits. • Road and Fire safety awareness. • Delivering teaching and assemblies to learners. • Offering Experiential Learning through trips to RAF Linton and Wakefield Police station. 		<p>£4,000</p>
<p>To ensure the school remains a safe and calm environment for the learners</p>	<p>MAPA training:</p>	<ul style="list-style-type: none"> • All staff have the basic MAPA training in de-escalation. • 6 Staff are fully trained. • 4 of those staff are trained to advanced level. 	<p>This has been a hugely successful move from the previous Team Teach practices.</p>	<p>£3,915</p>

<p>Learners to benefit from wider learning experiences through the provision of residential opportunities.</p>	<p>Outdoor Education and Residentials:</p>	<p>Outdoor Educations remains highly successful and groups of Year 7 learners have benefitted from team building opportunities that have successfully brought together children who are often in conflict with each other.</p>	<p>Outdoor Education continues to be a valuable resource. Relationships between Outdoor Ed staff and school have contributed to the success of our residential opportunities.</p>	<p>£8,233.90</p>
<p>The prevention of anti-social behaviour during the holiday.</p>	<p>Summer School Activities: £3,000</p>	<p>The summer school was not funded by pupil premium this year as we were able to secure an additional grant for this.</p>		
<p>Timely response is needed to support family and learner crises sot that children can then re-focus on learning.</p>	<p>Provision of a full-time Education Social Worker, Child Protection Lead and Home School Liaison Officer.</p>	<p>Situations that are urgent, that involve child protection, causes for concern or situations that are barriers to learning need to be dealt with immediately. If not, learners become pre-occupied with them and are unable to access learning. Evidence clearly indicates the need for professional intervention both in school, at home or indeed through liaison with multiple agencies which is the key to the success of the school. Data strongly indicates the necessity for the support of the school's social worker. Attendance is high due to much of her input and strategies for ensuring good attendance for children who previously had poor attendance.</p>	<p>Arranging clinical supervision has been challenging though now in place. The work of the social worker is highly demanding and as such it requires excellent support, which is now in place.</p>	<p>£2,000</p>

<p>Learners demonstrate a lack of or poor levels of emotional resilience.</p> <p>Access to therapeutic support and interventions help to develop resilience skills.</p>	<p>Increase therapeutic interventions to include;</p> <ul style="list-style-type: none"> • Talking therapies • Physical therapies • Relaxation therapies 	<p>In order to support evident mental health disturbance, the school has put into place a number of therapeutic interventions to support individuals. The therapists have supported numerous children with positive outcomes but the offer will need to continue developing to meet individual needs.</p> <p>Including helping learners access therapies and counselling outside of school to ensure that their specific needs are met.</p>	<p>It has been difficult to measure the impact of therapeutic interventions in a wider context but we do see improvements of conduct in school and coping strategies. Some children require long term mental health support.</p> <p>The school will continue to offer therapies and is currently seeking greater collaboration from local specialists such as CAMHS for the future.</p> <p>The addition of new therapies, rebound therapy and yoga, to extend relaxation therapies have made positive impact on individuals.</p> <p>Learner surveys indicate high levels of satisfaction from therapeutic interventions.</p>	<p>£13,750</p>
<p>Some learners require specific or bespoke support so they can access learning.</p>	<p>Down to individual need:</p>	<p>In order to meet individual circumstances, we have identified a small amount of the Pupil Premium grant to meet need. This may include access to the schools hair and beauty room to help improve self-care skills.</p>	<p>The school continues to explore all reasonable requests on behalf of individuals and will continue going forward.</p>	<p>£3,702.29</p>

7. Additional detail

Pupil Premium is a very valuable resource at Oastlers School. It not only supports learning, it supports essential development in social, emotional and mental health challenges. The school is very clear that without support for these vital issues, our learners would not be in a position to learn. Mental health in school is multi-faceted. Learners suffer from a range of difficulties including: anxiety, attachment issues, trauma and loss. The list is not exhaustive. The provision of resources and skilled personnel allow children to exist in a safe space that helps them come to terms with personal difficulties, equip them with coping strategies and then be in a position to enjoy learning for learning's sake. Previously, their personal difficulties have been barriers to learning and have created gaps. This is the focus of the school and with the help of Pupil Premium we have been able to provide targeted support to narrow those gaps. Following a gradual start in receiving the funds early in the school's life, we are now fully benefiting from the grant and we are seeing rapid gains in outcomes for those in receipt of it.