

Pupil Premium impact report 2019/20

What is the Pupil Premium?

The Pupil Premium is additional funding that the Government gives to schools. This funding is targeted at students facing the greatest disadvantage.

The Government believes that Pupil Premium is the most effective way to address the current underlying inequalities between Disadvantaged children and their non-Disadvantaged peers.

Pupils are eligible for Pupil Premium funding in 2019 if:

- a) They have been eligible for **Free School Meals** (FSM) at some stage since May 2013, as well as those first known to be eligible at January 2020;
- b) They were **adopted from care (or have left care)**. **This includes** children who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.
- c) They were recorded in the January 2019 school census as eligible for the **service child** premium since the January 2014 census. This includes those recorded as a service child for the first time on the January 2018 school census. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.

The use of the Pupil Premium Grant is the responsibility of each individual school. However, it is assumed that the funding should be used to remove barriers to learning and ensure each student participates fully in all aspects of school life and reaches his/her full potential.

Each year in January, every school completes a Census which captures the students who are eligible for the Pupil Premium. This information is then sent to the government who then issue funding to individual schools via their Local Authority.

The use of Pupil Premium Funding will form part of Ofsted Inspections. Schools will have to demonstrate how effective they were at using this funding.

1. How is the Pupil Premium Calculated?

The Pupil Premium is calculated from the data captured during the January School Census each year.

The School Census looked at the three categories of pupils;

- 1) Pupils who were “Ever 6 Free School Meals”
- 2) Looked After Children
- 3) Pupils whose parents are serving in the Armed Forces

Each pupil in categories 1 & 2 attracted extra funding of **£935**, while pupils in category 3 attracted extra funding of **£3225**. This funding was made available to Oakwood High School during the financial year 2018/19 and was utilised during the academic year 2018/19 which ran from September 2018 until July 2019.

2. How Much Pupil Premium Funding did the school receive?

For the academic year 2018/19, the school was in receipt of **£315,030** to support the achievement and progress of pupil eligible for the pupil premium. This equated to **318** pupils (**31%** of the school population), distributed as follows throughout the school: **Y7 54, Y8 61, Y9 61, Y10 85** and **Y11 57**

3. What are the school’s priorities for pupil premium funding?

As set out in the school’s excellence plan, we intend to use pupil premium funding to:

- Narrow the gap in attainment and progress between disadvantaged pupils and all other pupils nationally
- Reduce the number of disadvantaged pupils who receive a fixed term exclusion
- Narrow the gap in absence and persistent absence between disadvantaged pupils and all other pupils nationally

4. How has the school spent the pupil premium?

The school adopted (and continues to adopt) an approach to raising the achievement and progress of PP pupils; which combines systematic, school-wide, classroom-based initiatives with more specialised support and interventions beyond the classroom. This report summarises both approaches and offers key costings to indicate where the school's PP budget has been spent.

Whole-school initiatives – Un-costed items

<p>Improving the quality and frequency of teachers' feedback to pupils</p>	<p>Research by the Sutton Trust indicates that one of the most effective way to ensure the rapid and sustained progress of all learners is through improving the quality and frequency of teachers' feedback to pupils.</p> <p>We commissioned one of the school's senior leaders to develop an enhanced marking, assessment and feedback policy based on the principles established in the Sutton Trust's report. All classroom staff have received training in effective assessment.</p> <p>In addition, the school's performance development policy makes explicit mention of the duty of all teachers to ensure that effective marking, assessment and feedback takes place.</p> <p>This policy is monitored through regular work scrutiny at whole-school and department level.</p>
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Professional Learning strategies – Approximately costed

The school has a large professional learning budget (circa. £15000). In the academic year 2018/19 we dedicated training time to strategies to embed increasingly personalised learning in all classrooms.

<p>Increased focus on the personalisation of learning</p>	<p>We firmly believe that what is good for all pupils will be good for pupils eligible for the pupil premium. Above that, we believe that developing outstanding teachers will have the single greatest impact on the life-chances of all learners.</p> <p>For that reason, we have invested the overwhelming majority of our training allocation to increase all teachers' and support staff members' focus on the personalisation of learning.</p> <p>Alongside bespoke, department level initiatives and broader whole-school training themes, we have developed an in-house, self-sustaining and intensive Outstanding Teaching programme which 25 members of staff have currently undertaken.</p> <p>Our Pupil Premium policy makes explicit the school's approach to personalised provision for pupils eligible for the pupil premium.</p> <p>SHA a comment on home learning and how PP pupils received support</p>
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Other strategies and initiatives – cost bearing

Broader context: In 2019/20, our P8 score was unable to be verified. Attainment 8 was 4.3

Impact is measured over a three-year trend, using Progress 8 as a comparative measure where possible. Dates in brackets refer to the year in which final outcomes were achieved.

Priority area 1: Support for the Curriculum: Closing the gaps and raising attainment		
Strategy/ Initiative	Cost	Impact
Staffing costs: These include enhancements to the Senior Leadership team, additional teachers in core subjects and enhanced middle leadership roles, all of which have a focus on progression and attainment.	£131,464	<p>Progress - Historically Progress 8 for Disadvantaged pupils at Oakwood is significantly better than P8 for Disadvantaged pupils nationally (-0.26 at Oakwood versus -0.45 nationally in 2018 and 2019 the gap between the cohorts had entirely disappeared). With regard to the results in 2020 we are unable to comment on the progress Attainment – the attainment of our disadvantaged pupils is less than our non-disadvantaged pupils. There is a gap of just over half a grade on average however, as the progress shows this is less than the attainment gap on entry. It is also smaller than the national attainment gap of one and a half grades. National attainment 8 for disadvantaged pupils is generally around 3.7 (this data has been much harder to get hold of from 2020) and at Oakwood our disadvantaged pupils achieved an average grade of 4.5 last year.</p> <p>Attainment in both maths and English was higher than national for our disadvantaged pupils. In maths our pupils achieved an average grade of 4.3 compared to the 2019 national average of 3.5 and in English our pupils achieved an average grade of 4.6 compared to the 2019 national average of 4.</p>
Targeted provision within curriculum – overall amount distributed to departments according to a PP formula to support PP pupils in the curriculum	£23,200	
Purchase of Chrome books for all Y6/ Y7 Disadvantaged pupils.	£13,000	

Priority area 2: Support to increase attendance and close the attendance gap

Staffing costs: Enhanced roles for Heads of House and an expanded attendance team.	£57,211	<p>SWI</p> <p>The % of Disadvantaged pupils deemed persistently absent has dropped by 7.9% in three years. Over the same period, the PA gap to non-Disadvantaged students has closed by 6.7%. The figure for disadvantaged pupils deemed persistently absent in 2018/19 has fallen to 6%</p> <p>Overall levels of non-attendance for Disadvantaged students have remained at 8% over the same period. This is in line with the national figure for Disadvantaged students in secondary schools of 7.8% latest available data (2016/17) The figure for disadvantaged pupils deemed absent in 2018/19 is 8.3%</p>
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Priority area 3: Support for engagement and well-being

Staffing costs: Enhanced roles in mental health counselling, careers guidance and at SLT level (where a member of staff has taken responsibility for progression and engagement).	£47,595	<p>At 3% (2017 cohort), NEET figures are below national averages.</p> <p>At 1% (2018 cohort), NEET figures are well below local and national averages.</p> <p>At 2% (2019 cohort), NEET figures again remain well below the local and national averages.</p>
Other initiatives: Hardship fund, etc.	£30,000	<p>The amount spent is reviewed monthly as part of financial routines. Other funded initiatives include monies to support learning within the curriculum, enrichment activities and access to alternative provision/ re-engagement support:</p> <p>Trips, Uniform, Revision guides, Music Lessons, Support with repairs to chromebooks/iPads, Taxis, Other pupil resources - stationery, calculators, books, food resources, technology resources, National Citizen Service sign up fees, Alternative provision mentoring sessions , Barnsley MIND - Mental health support Kimberworth Park Community/Chislett - Re-engagement work -JADE - Bedrock</p>

		Add in Laptops and vouchers
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Appendix 1 - Looked-after children (LAC)

The Department for Education allocates to local authorities a provisional amount of £2,300 per child looked after for at least one day, as recorded in the March 2018 children looked-after data return, and aged 4 to 15 at 31 August 2017.

Use of the LAC premium

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan (PEP).

The VSH should 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. Processes for allocating funds to a child's education setting should be as simple as possible to avoid delay.

At Oakwood, 8 pupils are currently eligible for this funding in 2018/19. The name of the VSH in Rotherham is Pete Douglas. The member of staff with oversight of LACs in school is Eileen Ronan.

PEPs are reviewed on a termly basis by Eileen Ronan.