

PUPIL PREMIUM



OAKS PARK HIGH SCHOOL

Learning Together, Achieving Together

2016/2017 Oaks Park High School Pupil Premium Strategy Statement

1. Summary information					
School	Oaks Park High School				
Academic Year	2016-17	Total PP budget	£366,520	Date of most recent PP Review	10/16
Total number of pupils	1315	Number of pupils eligible for PP	378	Date for next internal review of this strategy	09/17

2. Achievement				
Performance measures	2015 (in-school difference)	2016 (in-school difference)	2015 (Difference compared to all National)	2016 (Difference compared to all National)
Basics (% A*-C including Eng & Maths)	36.8%	13.8% (decrease of 23% achieved)	27.4%	10.9% (decrease of 16.5% achieved)
% 5 A*-C including Eng & Maths	36.3%	15.9% (decrease of 20.4% achieved)	25.4%	13.5% (decrease of 11.9%)
		Pupils eligible for PP (OPHS)		Pupils not eligible for PP (national average)
% achieving A* - C EM 2016		47%		73%
Progress 8 in English / Maths 2016		-0.08/-0.39		0.09 / 0.11
Progress 8 score average 2016		-0.45		0.12
Attainment 8 score average 2016		41.8		52

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Inability to access the full curriculum due to lower attainment in KS2. Lower levels of oracy, literacy and numeracy.	
B.	Lack of aspiration/self-esteem leading to lower engagement and effort in lesson. Less prepared for school.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Lower attendance compared to other students. The average attendance of the pupil premium students is only 92.01 percent.	
D.	Lower level of parental engagement in education; less support available at home.	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Students improving their knowledge/skills in all subjects, especially in English and Maths. Eligible students' performance in all subjects reaches the same level as the national non-pp students. They will be measured through data analysis during each of our reporting windows.	Closing the age expectations gap completely in 3 years
B.	Improving students' aspiration by helping them realise their potential. Number of students enrolling for A Level courses and number of students going to Higher Education will be monitored.	Closing the difference completely in 3 years' time
C.	Increased attendance rates for eligible students to ensure consistent learning experience. Attendance data will be monitored during each Data Window to identify PP students who needs the support.	Closing Attendance gap completely in 2 years (<2% in 2017).
D.	Improving parental engagement through building closer links with parents. Supporting students by better equipping them with educational resources.	All students have correct equipment for school. Increased level of parental support in students' progress

5. Planned expenditure					
Academic year		2016-17			
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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Five-step action plan: every classroom teacher identifies the underperforming students and adjusts their seating plan to provide additional support. Special strategies are noted in SIMS.	In 2015-16 we used an initiative called 'Zap the Gap' for year 11 which diminished the difference significantly. Five-step action plan is a derivative of this, spreading it to all year group.	Through fortnightly line management meeting, SLT is monitoring the implementation in each subject area. LMD monitoring if strategies are in place in SIMS. Updated lesson observation form allows the observer to monitor the effectiveness and give constructive feedback.	LMD/CD	July 2017.
A, B & C	Effective feedback to students. A working party, led by MD, consulted with every department in 2015-16 and revised schools feedback policy. The new policy demands that the most appropriate method is implemented by subject areas.	EEf toolkit suggests high quality feedback is an effective way to improve attainment. It is a suitable approach to embed across the school. Effective feedback is seen as one of the most effective ways to improve the progress of pupils. (+8 months).	Whole school staff training was carried out in September CPD session. HoDs to develop and implement enhanced departmental feedback practices. Team Leaders monitor, marking regularly to ensure all marking is in line with requirements and reciprocates with the EEF toolkit. Marking evaluated through work scrutiny to make sure it is being carried out effectively. It will have a positive impact in closing the gap if effectively implemented. Training and cover for observations will be needed to make sure that effective feedback is being given.	MD/LMD	July 2017
A,B,C,D	Providing appropriate CPD for staff development	EEF research shows that improving the capacity of teachers is the biggest contributor in improving students' performance and closing the gap.	Strength and development needs of all teachers are done rigorously through our appraisal process, lesson observation, self-reflection and line management meetings. Our CPD provision is designed to meet individual teacher's needs.	DAF/KF/LMD/KW	July 2017
Total budgeted cost					£24000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,	One-to-one tuition	EEF data shows that the impact is +5 months.	TLs for English and Maths ensures that appropriate students are selected for the intervention and the quality of the intervention is effective for those students.	RJ/ MSC	September 2017
D	HW with revision guide and targeted feedback	EEF shows the impact is +5	Appropriate students are selected through data analysis and discussion with year 11 teachers. Regular discussion with AMT to ensure effective implementation	AMT	July 2017
A	Sound Training	After initial trial at Oaks Park, we have noticed that a considerable improvement in students' ability to access written texts. CD has done a research project on this that shows significant impact. EEF +4	Staff training via 'Sound Training'. Monitoring from Sound Training.	MD/ KWE	September 2017
A, B, C, D	PiXL Membership	The work we did last year with PiXL allowed us to close the performance gap in the Basics measure from 36.8% to 13.8%. This is very strong evidence that it works for our school.	I have regular meeting with the PiXL associate who writes a report on our progress and makes recommendations on how to move forward. Following up from this report, I will have professional conversations with KWE, LG and Team Leaders to make sure we are effectively implementing the initiatives.	LMD/ LG/ KWE	July 2017
Total budgeted cost					£57,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B, C & D	Pastoral Assistants and Special TA - They meet students' individual need and provide effective behaviour interventions.	Past experience at OPHS and EEF research shows effective impacts.	Regular monitoring progress via data analysis and discussions.	HoYs	July 2017
A, B, C, D	Small projects, trips, wellbeing	LMD looks at EEF and other valid research evidence before approving it.	Meeting with project leaders.	LMD	July 2017
Total budgeted cost					£245,000

6. Review of expenditure				
Previous Academic Year		2015/2016 - £354,665		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A	Zap the Gap: whole school CPD to raise awareness, teachers knowing their students and implementing in-class intervention. Provide CPD to improve teachers' capacity.	We set ourselves a target to reduce the performance gap from 36.8% to below 20% in the Basics measure. We reduced it to 13.8%. So the impact was beyond our expectation.	Sharing the moral purpose and getting teachers engaged with this issue helps the implementation process. When teachers know their students well, it is easier to have an impact. Increasing teachers' capacity is vital and special care needs to be taken to avoid unnecessary increase of teachers' workload.	£23,000
A, B, C, D	PiXL resources	10 students in Maths improved their GCSE grade by at least one grade by using PiXL Maths App. There were other impacts; the resources and strategies helped to reduce the performance gap significantly.	Success criteria needs to be clear for every aspect of the chosen approach and action. PiXL Maths app can be very effective for students who find Maths very boring.	£6,400
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B	Small group tuition	14 students improved their Maths grade by one grade. All the 28 students got more engaged and started to have more belief in their abilities and future prospects.	This is an effective strategy to improve student's skills/knowledge in a short period of time.	£3,000
A, B	One to one tuition	Disadvantaged and other students benefited from this initiative in improving their English and Maths skills significantly.	It is very difficult to have impact of really weak students in year 11. A better use of the one to one tutor would be at KS3 where the weaker students have not become completely disengaged.	£64,982

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A, B, C, D	Pastoral Assistants and Expert TA	Pastoral Assistants made considerable impact on both Disadvantaged and other Students' attendance, behaviour and emotional wellbeing. They also improved parental engagements. The Expert TA had such an outstanding impact on LAC that she has been awarded the Jack Petchey Award.	We need to improve our monitoring process the measure impact. We need to set clear success criteria and regularly monitor progress to have even higher impact.	£140,000
A, C	Reward - prom ticket	Marked improvement in students' engagement and attendance noticed. This impact was on both disadvantaged and other students. However, it is difficult to pinpoint how much of the impacts were directly due to this initiative.	Reward initiatives needs a lot of publicity.	£800
D	Support evening	Parents got on board to support students' progress.	Repeated sessions are necessary to have marked impact on students' performances.	NA