



OAKS PARK HIGH SCHOOL PUPIL PREMIUM STRATEGY STATEMENT



2017/2018

1. Summary information					
School	Oaks Park High School				
Academic Year	2017-18	Total PP budget	£364,650	Date of most recent PP Review	11/17
Total number of pupils	1686	Number of pupils eligible for PP	390	Date for next internal review of this strategy	09/18

2. Achievement		
Disadvantaged pupils	2016	2017
Number of disadvantaged pupils in the Progress 8 score	83	72
Progress 8 score for non-disadvantaged pupils	+0.02	+0.41
Progress 8 score for disadvantaged pupils	-0.43	+0.12
Average Attainment 8 score per disadvantaged pupil	41.8	45.16
Progress 8 score for disadvantaged pupils - English	-0.08	+0.32
Progress 8 score for disadvantaged pupils - Maths	-0.39	+0.21
Progress 8 score for disadvantaged pupils - English Bacallaureate slots	-0.81	+0.23
Progress 8 score for disadvantaged pupils - Open slots	-0.32	-0.19
% of disadvantaged pupils entering the English Bacallaureate	22%	17%
% of disadvantaged pupils achieving a standard pass in the English Bacallaureate (grade 4 or above in English/maths & grade C or above in unreformed subjects)	13%	15%

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 during KS2. Lower levels of 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 non-disadvantaged students. The average attendance of the pupil premium students is only 92%.	
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 improve 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 2 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 within 2 years
C.	Increased attendance rates for eligible pupils to ensure consistent learning experience. Attendance data will be monitored during each half term to identify PP students who needs the support.	Closing Attendance gap completely in 2 years (<2% in 2017-2018).
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		2017-18			
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	Data rich seating plan: Teachers use data to inform their seating plans for their classes with a particular focus on the attainment and positioning of PP students	This ensures all class teachers have clearly identified PP students and are aware of their current attainment. In addition teachers are prepared to provide additional resources or support to remove any barriers to learning for these students.	Planned self-evaluation windows for all teachers will be conducted and used to check that data rich seating plans are in place. All teachers must share their data rich seating plans with their curriculum leader. Data rich seating plans must be provided for all lesson observations conducted and are used during the feedback meetings following the observation. All teachers have attended a training session to ensure they can produce and update data rich seating plans easily after each reporting window.	SLT & CL	July 2018
A, B & C	Meeting the needs of all students: Training to ensure that all teachers are able to differentiate their lessons effectively so that all students can make at least good progress	Differentiation is defined by the Training and Development Agency for Schools as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning'. As the needs of students are diverse it is important that teachers are well equipped with strategies to meet these needs.	Whole school staff training was conducted. Teachers were given time to reflect on their short term and long term targets and this will be reviewed as part of their PMR cycle. Planned self-evaluation windows for all teachers will be conducted several times throughout the year and used to check that lessons are differentiated appropriately. Lesson observations will be used to ensure teachers are able to differentiate appropriately and to identify any further training needs. All reporting windows will be robustly analysed to identify underachievement at both a class and subject level.	SLT	July 2018

			Classroom interventions will be put into place to target underachievement.		
Total budgeted cost					£72,250
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.	LC	July 2018
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 HOY to ensure effective implementation	ADN NPS	July 2018
A, B, C, D	PIXL Membership	The work we did last year with PiXL allowed us to close the performance gap. This is a very strong evidence that it works for our school.	Regular meetings with the PiXL associate who writes a report on our progress and makes recommendations on how to move forward. Following up from this report, professional conversations with SLT and Team Leads are held to make sure initiatives are effectively implemented.	ADN	July 2018
Total budgeted cost					£93,400
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 needs 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 2018

A, B, C, D	Small projects, trips, wellbeing	ADN looks at EEF and other valid research evidence before approving it.	Meeting with project leaders.	ADN	July 2018
C	Appointment of Attendance Officer to leadership team	Attendance Officer is regularly monitoring and addressing attendance concerns, particularly focused on pupil premium students	Attendance data impact reports reviewed each half term. Clear strategies directed by attendance officer to HOY and tutors to tackle attendance concerns	JT	July 2018
A,D	Year 11 strategy	To include: Regular communication to parents Assemblies Targeted assemblies with PP students Countdown to PPE series Yr 11 PPE Results evening and parent support evening. Launched to ensure good quality communication with parents and to ensure parents and students have the knowledge and resources to be supported particularly during year 11.	Monitor attendance to year 11 Parents' evening and Yr 11 PPE Results event. Contact PP parents to ensure they attend these events.	ADN	July 2018
B	IAG	All year 11 PP students have a one to one meeting with an independent, qualified careers advisor in the autumn term. Students are then provided with a follow up action plan and continue to receive from our internal IAG team throughout the year to ensure they have a comprehensive plan in place for their post 16 pathway.	Destination data for all year 11 students is reviewed in the autumn term. The IAG team offer support to students on results days and throughout the autumn term to ensure students are happy with their post 16 pathway.	SCA	July 2018
A	Year 11 Revision and exam preparation sessions	Support Year 11 pupils as they prepare for public examinations by	Ensure PP are targeted to attend. HOY to meet with students and contact home to make them aware of the	ADN NPS	July 2018

		providing staffed study facilities during the school holidays, targeted at those pupils with limited facilities for studying in their home environments.	sessions available		
Total budgeted cost					£199,000

6. Review of expenditure				
Previous Academic Year		2016/2017 - £326,000		
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. We reduced it to 6%. 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.	£89,000
A, B, C, D	PiXL resources	Results from 2017 put the performance of disadvantaged students in the top 20% for overall P8, English P8, Maths P8, Language P8 and Humanities P8. 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.	£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	The progress of all students and disadvantaged students considerably improved in Maths	This is an effective strategy to improve student's skills/knowledge in a short period of time.	£3000
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 on 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.	£86,000
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 ven 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.	£1500

D	Support evening	Parents got on board to support students' progress.	Repeated sessions are necessary to have marked impact on students' performances.	£100
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