

Pupil Premium Action Plan: Oldbury Wells School, 2018/ 2019

School Context								
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children	Pupil premium Grant 2018/19	Date of next PP review
165	102	63	165	3	0	7	£132,770	March 2019

Previous Year 11 and whole school data: 2017/18		
	Pupils eligible for PP	All
Progress 8	-0.21	+0.05
4+ English and maths	63%	69%
5+ English and maths	18%	38%
Ebacc 0+	0	20%
Attendance %	91.3%	94.0%

Barriers to Learning for disadvantaged pupils in our school
<p>Academic barriers:</p> <ul style="list-style-type: none"> • Literacy – some are reluctant readers • Learning resources – some students lack means to buy helpful study materials • Low prior attainment • Lack of engagement in traditional GCSEs
<p>Additional barriers:</p> <ul style="list-style-type: none"> • Attendance and persistent absentees is high for our PP group • Transport to school: 70% students arrive by bus. Revision classes and after school clubs can be a barrier where parents don't have easy access to their own transport • Confidence: Some pupils lack confidence and are reluctant to ask to help in class

Review of the previous academic year

Summary of planned work 2017/18	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<ol style="list-style-type: none"> 1. Catch – up work 2. Self-esteem work 3. English/maths staffing 4. Hardest to reach work 5. Mentoring 6. Revision classes 7. Careers 8. Curriculum changes 9. Resources for study 10. QFT 11. Transport supplement 12. Revision materials 13. SLT lead 14. New role 15. Forest schools 16. Feeder primary reading scheme 	<ol style="list-style-type: none"> 1. £4300 2. £700 3. £80K 4. £5300 5. £4300 6. £4500 7. £3200 8. £13K 9. £600 10. Nil 11. £1500 12. £6K 13. £12.5K 14. £11K 15. Nil 16. £3200 	<ol style="list-style-type: none"> 1. Reading accelerated for the catch-up group 2. Case studies positive 3. Results remain at national 4. 2 x Perm ex, 5 sig positive 5. Positive in supporting accelerated progress (EW) 6. Impact variable 7. Good impact – aim met 8. Impact strong – although Hair and Beauty less popular 9. Student voice shows good impact 10. T and L is judged good by Ofsted 11. Where needed essential for attendance 12. Student voice shows positive 13. Positive gaps narrowed 14. Not suited to post holder’s wider brief 15. Not available 16. Very strong impact helping make pupils secondary ready 	<ol style="list-style-type: none"> 1. Continue 2. Adjust next year 3. Continue 4. Must continue 5. Continue – new format 6. Continue but adjust 7. Continue 8. Adjust 9. Continue 10. Continue programme and increase investment 11. Continue 12. Continue 13. Essential – extend to wider group 14. Restructure approach 15. Not to redo 16. Extend

Pupil premium objectives for 2018/19	Success criteria
<ol style="list-style-type: none"> 1. Ensure access to a quality education and enriched curriculum so that PP pupils are integrated in our school and engaged in their education. 2. Improve outcomes through targeted support for PP pupils, including more able PP 3. Improve attendance for PPG pupils 4. Improve outcomes for individuals through rewards and motivations 	<ol style="list-style-type: none"> 1. PP take up for extra-curricular is in line with other pupils. Pupil voice shows high engagement. 2. Individual pupils have improved outcomes – gap at progress 8 continues to narrow. 3. Attendance for PP moves to better than national. 4. Individual measured successes (see PP tracking)

Objective 1: Ensure access to a quality education and enriched curriculum so that PPG pupils are integrated in our school and engaged in their education.					
Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Financial support for enrichment activities</i>	<i>Participation increases</i>	<i>Expense of extra-curricular</i>	<i>BB</i>	<i>£1370</i>	<i>Summer 2019</i>
<i>Alternative courses for KS4 engagement</i>	<i>Pupils have motivating range of vocational courses – Health and social care introduced – construction and engineering continue.</i>	<i>High take up and success rates with two courses last year.</i>	<i>RMC</i>	<i>£0</i>	<i>Summer 2019</i>
<i>Mini bus for revision classes</i>	<i>Pupils who are PP supported with transport home</i>	<i>Attendance after school can be restricted for PPG pupils</i>	<i>KW</i>	<i>£2000</i>	<i>Summer 2019</i>
<i>English and maths staffing</i>	<i>Continued reduction of the gap between PP and others</i>	<i>Evaluation and results showed this spending to be well placed last year.</i>	<i>LJT</i>	<i>£81000</i>	<i>Summer 2019</i>
<i>Revision classes</i>	<i>Staff will run after-school revision classes for Year 11 students and include the provision of a mini-bus and driver where transport is unavailable. The KS4 Intervention Team will track disadvantaged pupils to ensure priority support for this group.</i>	<i>Evaluation shows a positive impact For individual students regarding mini-bus transport, although rurality has made this impossible as a service for some students.</i>	<i>KC, JWT, SO</i>	<i>£4500</i>	<i>Summer 2019</i>

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Feeder primary reading scheme plus maths</i>	<i>Run a repeat of the reading club to promote good reading habits in pre-OWS feeder pupils who are becoming reluctant readers. Target PP pupils in particular. Club readers are OWS PP students who can gain a confidence boost from running the sessions.</i>	<i>Absolutely worthwhile project in raising profile of reading for our soon to be students with measurable positive impact in both reading ages and attitudes.</i>	<i>JW</i>	<i>£3200</i>	<i>Summer 2019</i>
<i>Quality First Teaching CPD program with focus upon PP</i>	Whole staff training will take place to raise awareness and strategies for disadvantaged pupils. This is ongoing.	<i>All staff last year aware of needs, as measured by School Self Review processes. Therefore repeat.</i>	<i>SW/SDG</i>	<i>£0</i>	<i>Summer 2019</i>
<i>Resources for study</i>	<i>Ensure that PP students have the necessary equipment and materials to engage in their studies</i>	<i>Students without correct equipment cannot reach potential or engage in the curriculum e.g. Food technology</i>	<i>BB/TW/KW</i>	<i>£2000</i>	<i>Summer 2019</i>
<i>Revision materials</i>	<i>PP pupils provided with revision guides.</i>	<i>Questionnaires and exam results show positive outcomes.</i>	<i>BB/GM</i>	<i>£6000</i>	<i>Summer 2019</i>

Objective 2: Improve outcomes through targeted support for PP pupils, including more able PP

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>SLT lead</i>	Coordination of managers at all levels in this work. Led by BB. Includes SJW, KW, TW, LJT, Cluster leads, Pastoral leads, SENCO. Refine our 'Intervention team' to target at cohort level.	<i>Essential to ensure a coordinated effort that fits the needs of the individuals</i>	<i>BB</i>	<i>£10000</i>	<i>Summer 2019</i>
<i>Coordinated approach in each Key Stage to raising standards for PP pupils</i>	SLG line management with brief to ensure coordination at administration at 'ground' level in each Key Stage	<i>Ensure capacity issues are addressed.</i>	<i>TW/KW</i>	<i>£5000</i>	<i>Summer 2019</i>

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Pupils in KS3 who have fallen behind in reading catch-up.</i>	Reading Catch-up Programme: Staff to work with pupils – small group sessions or 1:1 sessions. Where required include SEN staff that have specific phonics training. Pupil premium priority – but open to all.	<i>Last year analysis showed that pupils reading skills improved faster than an age related improvement.</i>	<i>SENCO coordinated and reviewed.</i>	£4300	Summer 2019
<i>Ensure 100% of pupils leave year 11 to suitable training / education</i>	Careers Education and Guidance bought in service provided for all pupils at OWS. PP pupils will be a targeted group.	<i>As a result in 2016-20-18 all disadvantaged students were supported into appropriate post 16 placements. Retention rate is 94%.</i>	JWT, SB	£3200	Summer 2019
<i>Improve confidence and self-esteem</i>	Confidence Building and Self-Esteem Programme run by the SEN and pastoral staff. The programme will be adjusted to suit the pupils but is likely to be small groups of pupils, from Years 7-9. The Intervention Team to track disadvantaged students and refer to this service.	<i>Evaluation showed this was highly effective for individuals which we describe in case studies.</i>	JWT oversees. Specified trained staff using TAMHs resources and training.	£700	Summer 2019
<i>KS4 and KS3 mentoring ensures 100% successfully complete studies</i>	Academic mentoring programmes and targeted parent's evenings. Mentoring of specific 1:1 and small group work in English and maths. This year we also a plan for specific mentoring is also in place supporting across all subjects.	<i>Questionnaire responses showed positive.</i>	TW/KW – with student support team	£2000	Summer 2019
<i>Improve outcomes for hardest to reach.</i>	Student Support Workers and Pastoral Support Centre managed by a Senior Student Support Worker. The activities and programmes will be varied – include self-esteem, 1:1 support, anger management, re-introduction programmes after absences, CHAT and Duke of Edinburgh programme amongst others. The Intervention Team to track disadvantaged students and refer to this service.	<i>Evaluation through our Action Plan process shows which aspects have been most successful and will be retained. Case studies show individual success.</i>	Intervention team, JWT, TW and KW	£2500	Summer 2019

Objective 3: Improve attendance for PP pupils

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Tracking through new team</i>	<i>Quicker intervention and support with students whose attendance is below 90% (PA and 95% (attendance general)</i>	<i>PP attendance is consistently low compared to others</i>	<i>JWT/KS</i>	<i>£0</i>	<i>Summer 2019</i>
<i>EWO strategic plan</i>	<i>PP students attendance to be in line with that of others</i>	<i>Will allow the school to maximize its efforts in improving</i>	<i>JWT/EWO</i>	<i>£0</i>	<i>Summer 2019</i>
<i>Enticements to achieve good attendance, (breakfast club)</i>	<i>Students to habitually want to come to school</i>	<i>Statistics prove that good attendance leads to improved attainment</i>	<i>Kc/JWT</i>	<i>£1500</i>	<i>Summer 2019</i>
<i>Transport problems overcome for minority of persistent absentees.</i>	<i>Support for transport for a small number.</i>	<i>Transport issues did not prevent attendance of targeted group last year. Therefore repeat.</i>	<i>KC, JWT</i>	<i>£1500</i>	<i>Summer 2019</i>

Objective 4: Improve outcomes for individuals through rewards and motivations

Actions	Intended Outcome	Evidence and rationale	Person responsible / timescale	Cost/resource implications	Review date
<i>Student voice to be taken with all PP students.</i>	<i>Individualising the barriers to learning so they can be overcome.</i>	<i>Last year's student voice with a select group of year 11</i>	<i>TW/KW</i>	<i>£0</i>	<i>Summer 2019</i>
<i>Specific motivational targets employed with negotiated rewards.</i>	<i>Students to become more engaged with their learning, aspirations and attainment.</i>	<i>Last year's student voice with a select group of year 11</i>	<i>TW/KW</i>	<i>£2500</i>	<i>Summer 2019</i>
<i>Individual monitoring of students for students whose academic progress is low</i>	<i>Students to be aware of the support that is available to them</i>	<i>Student voice indicated that some students were not fully aware of the resources available to them</i>	<i>TW/KW</i>	<i>£0</i>	<i>Summer 2019</i>