



Oak Lodge Pupil Premium Action Plan 2020/21 (& review 19-20)

1. Summary information						
School	Oaklodge					
Academic Year	2020-2021	Total PP budget	£24,830	2019-2020	Total PP budget	£26,610
	Total number of pupils	78		Total number of pupils	77	
	Number of pupils eligible for PP	33 (42.31%)		Number of pupils eligible for PP	36 (46.75%)	
	Date of most recent PP Review	April 2021		Date for next internal review of this strategy	April 2022	

2. 2020 -21 attainment
<p>Progress Policy (March 2019): 'It is vital that the statutory assessment system is fair and inclusive, and that it enables all pupils to show progress regardless of any additional needs they may have' (Rochford Review Recommendations September 2017).</p> <p>At Oaklodge school all pupils (including those in receipt of the Pupil Premium allowance) benefit from personalised learning pathways identified as three distinct cohorts based upon a clear rationale for each:</p> <p>Reporting Progress: The school has established common language to be used across the school when reporting on the progress of our pupils within core areas of learning (English/Maths). We will use the following three terms to identify progress being made by all pupils of the school including our PP cohort:</p> <p>Emerging This will refer to pupils who are currently working towards the expected rates of progress Expected This will refer to pupils who are currently working within the expected rates of progress Exceeded This will refer to pupils who are currently working beyond the expected rates of progress</p>

Data benchmark, assessment and progress: The school has agreed upon a progress data benchmark which will ensure appropriate challenge and high expectations in terms of the progress made by all pupils.

Benchmark - EMERGING 15% EXPECTED 60% EXCEEDED 25%

Formative Assessment: Formative assessment is an on-going process throughout the year, whereby teachers and support staff assess and collect evidence with and alongside pupils towards achieving individual targets (evidenced via learning records/work books and individual pupil progress files). This type of assessment ensures regular on-going monitoring of progress allowing teachers to plan for and target specific skills required for pupils to make progress in all areas of development. The main purpose of all formative assessments is to monitor progress.

Summative Assessment: Summative assessments take place formally 3 times a year (data drops - Autumn, Spring and Summer) and used to track individual pupils' progress towards their end of year goals (and beyond). This data is monitored by class teachers, the leadership team, the FGB to analyse cohorts of pupils as well as patterns in progress identifying any gaps in learning; such gaps if identified are addressed through planned intervention (this may be focussed work for pupil, use of additional resources or identification of CPD need for staff). The main purpose of all summative assessments is to evaluate progress.

For those pupils who are engaged in subject specific learning we follow Classroom Monitor (2017) or B Squared (2020) Assessment systems. Classroom Monitor assessment system, has an inbuilt progress tracker which measures progress over time from a starting point and again allows us to evidence the rates of progress (Emerging, Expected, Exceeded) being made. The schools began using this system in January 2020.

Data drops:

Following formal assessment pupil progress is reported to the FGB via the Head Teacher report (termly data drops); as such all data presented is open to scrutiny and challenge. Each Spring Term pupil progress for those in receipt of Pupil Premium is scrutinised using the established flight paths which determine progress within each strand (emerging, expected, exceeded). This process secures rigor in ensuring all pupils are in receipt of an education/school offer which remains good.

Oaklodge Data Outcomes 2020 -21

The majority of pupils in receipt of Pupil Premium are exceeding expected progress in English and Maths – this is in line with non-pupil premium pupils.

			Emerging	Expected	Exceeding
English	PP	2020-21	16.66%	75%	2.77%
	Non PP	2020-21	5%	94%	25%

			Emerging	Expected	Exceeding
Maths	PP	2020-21	13.88%	80.55%	2.77%
	Non PP	2020-21	5%	94.38%	23.07%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Literacy and Numeracy Skills – All learners have challenges to access literacy skills due to their severe or profound hearing and learning difficulties; all have social and communication difficulties which impact significantly upon learning/progress over time – the development of a clear reading scheme tailored to needs of our pupil premium pupils is required for them to access the curriculum offer.
B.	Poor communication skills: All learners have severe or profound hearing and learning difficulties; all have social and communication difficulties which impact significantly upon learning/progress over time. This cohort requires opportunities for planned social inclusion to further develop important social skills/relationships with others; our Pupil Premium offer secures such opportunities through dance, swimming and educational visits
C.	Resilience and self-regulation of behaviour of learners has a fluctuating impact on personal well-being needs which impacts significantly upon their emotional well-being; this can have significant impacts on their ability to future attainment.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Parental engagement with school – complexities of wide catchment area and 95% travel by LA funded transport and our catchment spreads across 32 boroughs.	
E.	Persistent Absence due to high health needs Hospital visits for cochlear implant checks. Many pupils have underlying high health care needs which can impact significantly upon their attendance; it is paramount such needs are addressed as required/necessary throughout the school day (managing medical conditions) to ensure on their return to school their physical well-being is addressed which enables them to actively engage in the teaching/learning process. The school monitors all attendance producing case summaries which evidence the needs type of our learners and ways the school addresses lower attendance when possible.; it is fundamental we address their physical/health and well-being needs to enable all pupils to engage in the teaching and learning process; much of this work is addressed via EHCPs (physical) and as such forms part of our Pupil Premium offer	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Quality of Teaching & Learning; To ensure that all PP & LAC pupils make at least the expected progress over time in core and personalised learning outcomes agreed at their LAC reviews (benchmark 85%) with the IRP, parents and multi-agency teams	Pupils meet / exceed their expected targets in line with progress policy. Parent returns demonstrate 85% of parents consider their child is making good progress Parent returns demonstrate 85% of parents new to the school are happy with the transition process 85% of personalised learning targets are achieved by PP
B.	Improved social and emotional wellbeing: to secure ILP / Wellbeing plan success criteria in accordance with SPT bench Mark. Emerging 15%, Expected 60%, Exceeded 25%.	Learners have a greater resilience in managing their behaviour 85% of pupils to achieve their personalised learning target identified
C.	Improved attendance	Attendance is in line with school target - 91%

5. Planned expenditure					
Academic Year	2021-2022	Total PP budget		£24,830	
Total number of pupils	April 2021	Number of pupils eligible for PP		33 (42.31%)	
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.					
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?
Improved attendance in line with other special schools	To further develop role of wellbeing team & Family Liaison to work with parents on the importance of attending school – to provide staff with training in SIMS	Changing culture of parents keeping children at home. Developing an awareness of the importance of attending school. To develop staff skills in recording attendance to ensure accuracy in reporting.	Attendance figures meet school target Intervention by Wellbeing Team – provide phones for wellbeing team. Provide Family Liaison officer through RAD Staff able to record and follow up absence in a timely manner. Provide iPads for staff to record attendance	Wellbeing Team Appoint Pupil Admin post – training for staff.	April 22
Total budgeted cost					£8,000
ii.					
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?

Improved social and emotional wellbeing, learners are able to self-regulate	To train TIS practitioners (2021) and to develop training across the school. Practitioner to work with learners in small groups, individually, clubs to generate social	TIS is an emotional & wellbeing approach that will have an informed approach to practice across the school – Staff will be trained on the assessment tool Motional. Club time – will need planning and resources to ensure that learning targets and adequately resourced.	That the trainers pass their training and begin to screen learners using the motional tool. Club time has good participation and learners' targets are achieved and skills are translated into a variety of settings.		April 20
Total budgeted cost					£8,830
iii.					
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?
Quality of Teaching & Learning to ensure there is a clear literacy & Communication intervention programme For pupils to meet or exceed their academic targets	Develop a clear reading scheme across the school for all pupils and train all staff. Provide intervention for PP pupils to ensure meeting targets on EHCP Use a new tracking and intervention system	Pupils are not accessing literacy at an age related expectation. A reading assessment system has been put in place. PP premium pupils will benefit form appropriate intervention as required through a dedicated literacy TA or additional communication SaLT support. With our new tracking system we will be able to identify earlier, those pupils who were at risk of not meeting their targets.	SENDCo will ensure that pupils are making progress along with the Lead for Therapy. This will be evidenced in their EHCP. Through progress meetings with teachers each half term	KDS / CM/AP	April 2022
Total budgeted cost					£8,000

6. Review of expenditure			
Previous Academic Year		2020 -21	
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)
For pupils to meet or exceed their expected targets in Maths & English		This target was met for PP students – staff were able to identify and provide intervention for PP and provide accurate information to ensure that intervention is effectively raising learner outcomes. Information effectively.	Ensuring staff are aware of PP pupils and to have a clear linked approach for EHCP and PEP meetings as appropriate.
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)
Improved attendance of learners and greater parental engagement		Lack of parental engagement with the school and a negative perception by parents surrounding poor communication. Attendance at parent meeting and partnership conversations.	We have discovered during lockdown that we have greater parental engagement via virtual meetings, and other social media tools. We will continue to develop this practice and have invested in technology to support.
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)

<p>To promote mental wellbeing and emotional resiliency</p>		<p>We have invested in developing well-being mentor roles across the school and key workers. This has enabled our most vulnerable to build relationships. We are trying to strengthen our tutor's skills in supporting our students through training in mental first aid.</p>	
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<p>7. Additional detail</p>
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p>