



Pupil Premium Spending 2015-16

The Pupil Premium money has been spent across the College in a targeted way to raise the attainment of, and enhance the educational experience of students at Oak Grove. This impacts upon all students, but has been carefully directed towards supporting students who are eligible for the pupil premium.

It is worth pointing out that OGC, as an inclusive educational establishment, committed to overcoming barriers to learning for all learners, who face a wide range of challenges, has never adopted a 'one size fits all' approach to education delivery and has always allocated its resources in such a way as to ensure that all students, whatever their starting point, will be included and make progress. Having said that OGC welcomes the pupil premium, both as a way of addressing some of the acute needs of more disadvantaged learners, and as a way of enhancing provision that will benefit all students.

This is evident in the Pupil Premium Spending for 2015-16,

Additional Maths Teacher

The most concerning challenge facing OGC at the beginning of this round of spending was the quality of learning and behaviour of students in y8, (who have a disproportionately high level of PP entitlement). This group of students were making less progress and having more behavioural difficulties than any other group; a key aspect of this was class size and the way that the learners (negatively) interacted with each other. The most significant spend in this pupil premium round was to employ an additional maths teacher; this enabled the creation of smaller, more focused maths groups across all ages of the school, and enabled the creation of an additional tutor group for the students in y8 (now y9).

Coaching Approach

To raise the performance of teachers in lessons is one of the most effective ways of securing educational outcomes for students. OGC has invested in a significant body of training aimed at developing the coaching skills of middle leaders to enable them to coach teachers to improve in lesson delivery, planning and feedback to students. This is a long term investment in raising of quality that will impact upon the performance of all students.

Raising Attainment in Core Subjects

Investment has been made into the delivery and resourcing of core subjects. A significant quantity of age and literacy level appropriate books has been purchased and put into use to support further the development of literacy. These resources are essential in creating and sustaining interest in reading for students for whom the acquisition of literacy is challenging. Also the continuation of the Reading Recovery scheme was supported.

As already noted an additional maths teacher was employed, additionally time was given to the maths department to deliver targeted support and 'catch up' teaching to students in the same way that Reading Recovery is accessed in English. A practical Maths 'Puzzle day' was funded through pupil premium to boost enthusiasm and enjoyment of Maths, alongside developing mathematical skills.

Meeting Individual Needs

As well as strategic spending, aimed at reaching large numbers of students, some pupil premium spending was targeted at meeting the specific needs of individuals,

- Specific resources were purchased to facilitate English for visually impaired students (including a laptop).
- Specific resources were purchased to support a hearing impaired student.
- iPads were bought to support the learning of students in Koa.
- Funding was made available to deliver music instrument lessons to PP eligible students.
- Specific OT time was purchased to help assess and support some learners.

Additional counselling time was purchased to support students experiencing difficulties.

Miscellaneous

Some PP money was held back to problem solve as issues arose, and this was used for (amongst other things)

Transport to solve a child's access to college issue

Transport for a student to attend revision club

Additional resources for DT and Music

Impact

It is difficult to quantify the benefit of the change from two classes to three and the additional Maths teaching (as a number of factors operate on all collectable data) however; overall 80% of students made good progress in Maths through 2014-15 and Pupil Premium students' attainment was very close to that of their peers. In year 8 (over 50% pupil premium) there was a considerable gain in progress in Reading and Speaking (+7% for the cohort compared to last year, with a 15% gain for PP students). This significantly 'closed gaps' within this group of students. The college is committed to sustaining this level of support for this group.

The coaching approach is even harder to quantify. Expected impact would be in improved results over the next few years.

The allocations to supporting core subjects has shown an improvement in English and sustained levels of progress in Maths; again with PP students achieving similarly to their peers.

The value of counselling as a support for some students was dramatically demonstrated by a year 10 student, who had been supported by counselling in y9 and decided to manage without in the autumn of year 10. His behaviour deteriorated and after a number of violent incidents the college was close to asking for an annual review to consider other placements. A re-referral was made and the student was able to bring his behaviour within acceptable bounds. He has made satisfactory progress in English and good progress in Maths.