



Pupil Premium spending 16-17

Allocated: £50,490

£ 1,700 Y7 Catch up

Maths Teacher and TA for Maths:

Pupil Premium money has continued to be used to fund an extra teacher for the maths department. This was after we used the funding in previous years to reduce class sizes and to increase staff to student ratio. This proved to have a positive effect on student progress and engagement.

Also within the maths department, we have benefited from having a Maths Specialist TA. This role has enabled us to have a member of staff who can be used as occasional cover for class teachers and to run our Year 7 intervention programme. This has been successful in raising students' confidence and attainment.

An additional TA employed to work across Koa:

Within the Koa and Koa 6th family groups, pupil premium funding has been used to provide focused support across a range of curriculum opportunities. The creation of an additional TA opportunity has enabled students to access a wider range of opportunities, especially where those opportunities were taking place off-site, such as visits to Lancing College. It has also created the capacity for staff to undertake shadowing of more experienced staff, which has had a significant impact on staff expertise and confidence.

Reading Recovery:

Each year PPF is spent to allow the continuation of the great intervention work that takes place in Reading Recovery.

This is a 10 week, daily 30 minute, 1:1 intervention to promote progress in English skills.

We have a dedicated TA who is trained to deliver the course, which is adapted for individual students depending on their primary needs.

In the academic year 2016~17, 15 students completed the 10 week course and 5 students worked for a shorter time. For the first time students with visual impairment took part as well as students with severe and complex learning needs.

The impact of this has been an improvement in each student's English levels as well as a visible growth in confidence

Trip to Kidzania:

On Wednesday 25th January 35 students from Key Stage 3 visited 'KidZania' in London. Invitations had been sent to students who had been working exceptionally well in their Literacy lessons. With over 50 activities the students were spoilt for choice. Students were able to practise their Literacy and Numeracy skills whilst trying out mini work-related experiences. Some activities involved students carrying out a job where they earned a salary, including: window cleaning, courier delivery, news reader, radio presenter, supermarket assistants, paramedic and firefighters. Students could then spend their hard earned KidZos on fun activities including a climbing wall, Gourmet Burger Kitchen and working in the Cadbury's chocolate factory! Students had an amazing time but soon began to learn that they had to make money to spend money.

Counselling:

Pupil premium spending has been used to access one to one counselling (provided by 'Your Space') for a number of students, who were identified as in need and able to benefit from this support. These students have made gains in confidence and ability to address and manage some issues. This has had a positive effect on their achievement at OGC and, in some cases, has supported them in being ready to make the transition to the next stage of education.

Coaching in schools:

Coaching was identified as way forward to develop an even more reflective ethos amongst staff. 12 members of OGC staff and 4 teachers from our federated schools have now been fully trained in the use of "Coaching in Schools" model of coaching. This has helped teaching and support staff in a variety of ways including developing confidence in working with specific learning needs, questioning for learning and also to change the way staff cope with challenging behaviour.

As a consequence of the training, OGC has undergone the development of a new set of criteria that OGC subscribes to as features of Outstanding Teaching and learning. This was done as a whole staff team. Also, all ELT teachers are now trained in using "Coaching Style feedback" from Coaching in Schools to ensure we have a consistent approach to monitoring and feedback across all areas of the college.

Clicker 7:

The Clicker 7 software has been used across the English department on a regular basis. Students working with it have had a greater success in their writing, and their confidence grows when using it. The programme is able to offer predictive text similar to that used in

mobile phones and can be set up to cater for individual sensory needs. Clicker 7 will also read back what has been written to support the editing process in written work.

For the first time this year Clicker 7 was also used as part of access arrangements in the Entry Level Certificate qualification and is recognised by JCQ as an access tool.

During this year, Clicker 7 was also attached to the eye gaze equipment, which will support students with their communication.

The impact of Clicker 7 has been improved rates of progress in writing, particularly in KS3 and improved access to learning for some students with complex needs.

14 x Computers in the IT suite:

The new computers in the ICT Suite are having a positive impact on students, by giving them an enriched learning environment. The new hardware, with latest specification processors and solid state hard drives, give students and staff the computing speed and power they require, to run the latest industry standard software. The machines have enabled us to install and run new systems such as Minecraft and Office 365, which includes Microsoft Teams and One Note. Teams gives students a secure social media platform for them to share ideas within their group. They can also access the files required for lessons and hand in work through this platform. For teaching staff, Teams is a fully integrated assessment and feedback system which the Computing department has now fully committed to.

Talking Tiles:

We have issued each SLD student with a talking tile. This has had dramatic impacts on communication between college and home. Especially for our non-verbal students. This empowers students to be independent and tell mum/dad/carers what they have been up to.

For our verbal students it has given them the opportunity to reflect on their day and think what was the highlight and what they have learnt.

Parents have reported that it has been great to have a tool that allows their child to share their news with peers at college and with family at home.

Teachers have reported that it has made life easier in English lessons and gives students a starting point when writing up weekend news.

Homework/Revision club:

In February we started a revision club for those students taking English exams at the end of May. All exam takers were offered a place and transport was offered to those who could not get home after it finished.

PPF was spent on providing transport for some students as well as paying for the overtime of a TA.

The impact of this spending is that we had the highest number ever of Level 1 passes.

Students from three year groups made use of it and the levels of anxiety on the day of the exams was deemed far less than in previous years.

English books:

The purchase of additional English books has enabled all students in a class to have their own copy of a book to study. This has stopped students having to share, which often caused students to be uncomfortable when they were reading. It has also meant that the impact of bigger class sizes has been lessened.

The English Long Term Plan has been developed this year to include a wider range of texts so that students from any background can feel comfortable reading. This has meant that students have an equal opportunity to enjoy and study different texts.

PPF money has also been spent on buying large print versions of the class text so that students with a visual impairment can have the same access to the written word. This has had a huge impact on the reading progress of these students as they no longer have to strain to read the words.

Tuck and class money:

Pupil Premium funding has also been used to purchase supplies and ingredients for snack and cooking sessions, enabling all students to benefit fully from a practical and functional curriculum.

Individual Therapy for a student:

One student had PPF funded counselling from a specialist in supporting young people with autism, and also had their own rebound therapy sessions paid for in an off-site provision to support them in accessing other curriculum areas, which included a farming project at a farm that supports young people in a holistic, therapeutic way. The impact of this was that the student completed a range of courses successfully and also successfully completed his KS4 to KS5 transition into a residential placement.

Safeguarding:

Extension to height of gates to ensure students are unable to climb the gates and therefore ensure their safety, as they are not able to get out of the college grounds into the car park.