



Oak Grove College Pupil Premium Statement

Financial Year 2017-2018

Pupils on Roll: 252 Pupils eligible for Pupil Premium: 112

Total PP Budget: £83,773

Project	Cost £	Objective	Details	Impact
Additional Maths Teacher	44,361	To reduce class sizes and increase student to staff ratio.	Pupil Premium money has continued to be used to fund an extra teacher for the Maths department.	<p>This proved to have a positive effect on student progress and engagement.</p> <p>Pupil Premium funding 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.</p>
Teaching Assistant specifically to assist with Maths	18,240	To run intervention programmes.		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.

Reading Recovery	5,916	We have a dedicated TA who is trained to deliver the course, which is adapted for individual students depending on their primary needs.	Each year intervention work has been put in place to support English skills 5 sessions 1:1 intervention per week per student.	This continues to have an impact on the progress made by students who have been identified by the English department to receive more intensive intervention. The autumn term saw 5 students start this program with 80% students making at least 1 sublevel of progress in their reading. 20% of students made 3 sublevels of progress over the 10 weeks. Over the course of the year 16 students have participated, with 14 making at least 1 sublevel of progress in their reading.
Support for students with SLD/Complex Needs	7,764	Within the Koa and Koa 6 th family groups, pupil premium funding has been used to provide focused support across a range of curriculum opportunities, such as visits to Lancing College.	Funding has enabled students to access a wider range of opportunities, especially those that happen off site	<p>Work related opportunities have been further developed for students. These have had a positive impact on students and supported decision making re transition placements.</p> <p>Riding therapy has benefited 11 students, of which 6 (55%) are PPG. This requires 1:1 staffing for all students so that they have someone to walk alongside. This supports communication, confidence and postural development.</p> <p>Residentials: Koa Sixth Form residential (24-26th January) and additional staffing for Animus residential (May 2018) to support awake night supervision so students can have learning, care and independence development experiences.</p> <p>Feedback from residentials is very positive from families and students.</p>

English Resources	721.25		Book tokens to reward students	<p>The book tokens have been reduced from £10 to £5 and are used as an incentive to encourage students to work hard during their ten weeks of intervention. The programme can be a real challenge for some students and the book token is a gesture to acknowledge all their hard work.</p>
Homework Club	112.50		Materials to support PP Students in English	<p>The English resources bought this year have been used by PP students as well as other students, enabling even greater impact on progress.</p> <p>Large print books have had a big impact on improving the reading and participation in group reading of VI students and students diagnosed with dyslexia.</p>
			Scanning Pens to enable students taking exams	<p>The exam readers have been used with Year 11 students taking the Functional Skills English Level 1 and 2 exam. I am hoping that 2 students who gained EL2 in Year 10 will be able to gain EL1 in the summer using one of these. This is an increase of two levels in just one year.</p>
			Taxis for those who normally travel via transport, to enable them to stay after school for homework club	<p>Revision club has started and all except 3 students sitting exams this year are attending (the 3 not attending have the opportunity to do the work at home, and it has been decided, in consultation with parents and class teachers, that it is better not to attend). Revision club is run by an English TA and Lead Teacher for English, a member of 6th Form staff drives the minibus to take some students home. The PPG is used to pay the TA overtime and for a taxi for 2 of the students who could not otherwise get home. Revision club enables students to have extra practice and learn more exam techniques in preparation for the exams in the summer.</p>

<p>Maths Resources</p> <p>Sumdog</p>	<p>259.20</p> <p>1959.00</p>		<p>Sumdog</p>	<p>Sumdog has had a positive impact on students' mental maths and confidence with the subject.</p> <p>Below is a table outlining the impact on progress.</p> <table border="1" data-bbox="1043 405 2063 678"> <thead> <tr> <th>Year Group</th> <th>Av. Progress since Diagnostic test</th> <th>Max Progress</th> <th>Min Progress</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0.11</td> <td>0.31</td> <td>0.02</td> </tr> <tr> <td>8</td> <td>0.92</td> <td>3.05</td> <td>0.09</td> </tr> <tr> <td>9</td> <td>0.12</td> <td>0.39</td> <td>0.02</td> </tr> <tr> <td>10</td> <td>0.13</td> <td>0.57</td> <td>0.03</td> </tr> </tbody> </table> <p>From the general analysis, it was clear that students who use the programme on a regular basis are making considerably more progress than those who do it less regularly, i.e.</p> <p>Year 8 maths class (top set) use it every Friday as part of their review session and have made on average 1.98 Sumdog levels.</p> <p>Year 10 class (second set) use it every other Monday as part of their review lessons and have made on average 0.11 Sumdog levels.</p> <p>The vast majority of students enjoy the challenge and competitive element of Sumdog and therefore are highly engaged.</p>	Year Group	Av. Progress since Diagnostic test	Max Progress	Min Progress	7	0.11	0.31	0.02	8	0.92	3.05	0.09	9	0.12	0.39	0.02	10	0.13	0.57	0.03
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<p>Life skills</p>	<p>1639.59</p>	<p>To develop and consolidate functional and</p>	<p>Students are given the opportunity</p>	<p>Students continue to be assessed against personalised goals, which place an emphasis on being able to generalise skills into other areas of their lives. Sustained and consistent opportunities to practice functional skills</p>																				

		independence skills, within a community context.	to learn life skills, shopping, cooking, learning about food in addition to developing familiarity and confidence.	in a range of contexts has enabled students to grow in confidence and independence.
Additional timetable for one student	565.68	Ensure safe engagement in learning and help to prepare for transition to Post 16 residential placement.	Attend a farm once a week	<p>Specialised provision for 1 PPG student put in place, where a placement was contracted for 1 day a week at Sacred Earth Farm (therapeutic farm) in East Sussex. This was supported by a member of staff transporting and being with the student while he developed skills at working with livestock, managing farmland, working as part of a team and communicating with others led by experienced therapeutic staff.</p> <p>Five outdoor education AQA units of work were completed.</p> <p>A very successful project, which supported a vulnerable learner to be successful and experience success in a therapeutic farm environment.</p>
Shakespeare Festival	928.00	Ensure Performing Arts students have the best opportunities to take part in	Registration, transport to attend the festival.	11/18 (62%) of participants were PPG students. All successfully took part/production crew in The Tempest at The Rock Theatre in Brighton. All showed progress in performance skills and all performed to an unknown audience in a real theatre to a very high standard. Excellent write up from the professional reviewer of the performance.

		real productions in work related and community locations that raise expectations and prepare students for real world of work.		PPG grant paid for the registration for the event and the transport costs to get all students to a diffeent part of the county and home again, so that families were not left with these costs and that participation was independent of family engagement.
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