Pupil Premium Strategy and Expenditure Forecast 2019-2020

Key Information: Narrowing the Gap/ Diminishing the difference	
Total number of pupils on school roll: 207 **Total No' pupils Year R-Year 11**	**Type of SEN:** Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH)
Total number of pupils eligible for Pupil Premium: (FSM, PP Indicator, Children in Care) **Total Pupil Premium forecast budget 2019/20:**	35% of pupils eligible for PP are girls 65% of pupils eligible for PP are boys 40% of pupils eligible for PP are Primary age 60% of pupils eligible for PP are Secondary age £60,176

Possible in-school barriers to future attainment:

- Pupils' Special Educational needs (cognition, learning, communication and interaction, specific learning difficulties and disabilities)
- Pupils'' therapeutic needs (Occupational Therapy, Art, Speech and Language Therapy)
- Pupils' wellbeing issues including medical needs, mental health, social and communication needs and difficulties, Life Skills and limited aspiration

External barriers to future attainment:

- Family, social & socio-economic circumstances
- Parents/carers own learning needs and their abilities to support their child's learning needs.
- Wellbeing issues of pupils at home and at school
- Accessibility e.g. to and from after school clubs; trips, visits and residential trips; attending school appointments or workshops for parents & carers

The information below demonstrates how we intend to allocate Pupil Premium funds to:

1. Consistently achieve outstanding learning that is personalised to meet the needs of our children and young people aged 2-18 years.
2. Extend our range of opportunities to enhance skills for life and independence.
3. Integrate the use of communication and information technologies to support the development of skills for life and independence for all our children and young people.
4. Create an effective framework that records, monitors and celebrates the progress of skills for life and independence for our children and young people.
5. Develop communication with parents and increase their involvement in their child's school experience.
6. Provide specialist expertise, resources and support for educational and therapeutic input for everyone involved in Oakley School and other communities.

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Oakley School
Skills for Life and Independence

Intended Outcomes (specific outcomes and how they will be measured)	Success criteria	Staff lead
1. Consistently achieve outstanding learning that is personalised to meet the needs of our children and young people aged 2-18 years. • Reading • Pop–up Literacy Collaboration • Extend curriculum opportunities for children and young people to ensure their engagement in their learning	School Attendance data Pupil Progress in Reading TOMS – Positive changes observed Engagement & wellbeing opportunities to be available for pupils and families through clubs, parent events.	ELT and trip leaders
	Curriculum Trips (off-site) Travel After School Clubs	2,000 2,000 1,000 0,500 5,000 £10,500
2. Extend our range of opportunities to enhance skills for life and independence. • Residential Trip • Extend learning and wellbeing opportunities through the PE Curriculum (Sport & Leisure) for pupils in Phases 2 and 3.	Curriculum Mapping of events for all pupils to access enrichment activities Ski Trip Residential visits Inter-school competitions Skills Framework	Therapists
		£20,000
3. Integrate the use of communication and information technologies to support the development of skills for life and independence for all our children and young people	Assessments using the Leuven Scales and the Skills Framework EHC Plans and Assessments	PE Teachers
	Phases 2 and 3 PP pupil, parent contributions	£4,000

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4. Create an effective framework that records, monitors and celebrates the progress of skills for life and independence for our children and young people	All staff to receive Mental Health Awareness Training Programme in place for specific pupils/families meeting mental health needs.	SLT
	Staff Training Parent Group Art Therapy	3,000 1,000 3,000 £7,000
5. Develop communication with parents and increase their involvement in their child's school experience. • Increase parental engagement through a schedule of parent/carers events • Family and community engagement Officer to increase participation of families who find it difficult to engage with the School.	Engagement & wellbeing opportunities to be available for pupils Parents attend more events throughout the year Opportunities for parents to enjoy social events with their child at the school Parents attend events who have not previously engaged with the school	ELT
	SMSC • Quality Mark • Resources • Specialist, personalised music • Staff Training Access to curriculum e.g. theatre groups	 0,700 1,000 5,000 1,000 6,000 £13,700

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6. Provide specialist expertise, resources and support for educational and therapeutic input for everyone involved in Oakley School and other communities. • Art Therapy, OT and SALT • Develop a Whole School Approach to support mental health needs of our pupils by using THRIVE	Therapy Team use of pupil file notes and TOMS (Therapy Outcome Measures) The Balanced System- OT OT and SaLT Therapists and Therapy Assistants	
	Family Liaison Officer Resources External speakers and events Out of Hours staff costs to assist with transport & events	500 2,500 500 £3,500
	Total allocated (estimated) plus **Unallocated Budget (to respond to emerging needs)** **Total**	£58,700 £ 4,834 £63,534