



Pupil premium strategy statement – Oscott Manor School 2020-21

School overview

Metric	Data
School name	Oscott Manor School
Pupils in school	111
Proportion of disadvantaged pupils	45/109 (41.3%)
Pupil premium allocation this academic year	£41065 (financial year April 2020 to March 2021) Made up of £935 PP, £2300 LAC/adopted from care and £0 children of armed forces
Academic year or years covered by statement	2020/21
Publish date	March 2021
Review date	September 2021
Statement authorised by	Governing Board of Oscott Manor School
Pupil premium lead	M. Gaynor
Governor lead	Shane Walsh

Disadvantaged pupil barriers to success

Limited access to enrichment opportunities to develop cultural capital due to expense, transport barriers or parental capacity
Risk of fixed term exclusion due to individual barriers
Scarcity of healthy food leading to reduced concentration and energy in school due to challenging home circumstances and family poverty – the percentage of children living in relative poverty in Birmingham is 34% (<i>Birmingham Mail, March 2019</i>)
Adverse childhood experiences contributing to emotional dysregulation and impacting on speech, language and communication deficits
Exacerbating factor of COVID restrictions, implications and consequence on mental health, well-being and socio economic factors alongside a disproportionate impact on pupils and families from BAME communities.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improve speech, language and communication skills	<p>Pupils are able to actively participate in lessons and develop communication and social skills for employment/college</p> <p>Pupils are able to express wishes and feelings and their wishes are feelings are recorded</p> <p>Pupils are fully integrated into school life</p> <p>Pupils meet personalised AET targets</p>	July 2021
Reduce fixed term exclusions	<p>Number of FTE reduces over the course of the year. Pupil incident records reduce in number and severity over the course of the year</p> <p>Risks reduce and pupils are able to self-manage behaviour appropriately and this is evidenced in their individual risk assessment</p>	July 2021
Support the development of reading and comprehension	<p>SALFORD reading test shows in-year gains across all Pathways (as appropriate)</p> <p>Pupil data shows accelerated progress – pupils in the PP group make equal or better progress in reading compared to pupils in the non pp group</p>	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
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Access to cultural enrichment	Virtual/online opportunities to access cultural enrichment. Where feasible and where school COVID RA permits, develop opportunities and cultural activities within the school environs
Access to healthy food	Access to breakfast every day (amended to comply with COVID RA – pre-packaged foods consumed in classroom)
Barriers to learning these priorities address	Lack of healthy food and socio-economic factors; access to enrichment activities; lack of or insufficient quality of digital technology in the home.
Projected spending	Breakfast club – £1,000 Potential in-house cultural activities – spending re-directed from educational visits to improving and resourcing reading rewards/incentivisation – purchase and stock for 'Book vending machine' £5000 initial spend.

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Support the development of reading and comprehension	Pupil progress data for reading shows no gaps between pupil premium pupils and non-pupil premium pupils	July 2021
Improve speech, language and communication skills	Pupil premium group fully achieve AET personal targets	July 2021

Targeted academic support for current academic year

Measure	Activity
Reduce fixed term exclusions	Additional support and CPD for staff with a focus on restorative conversations. Significant investment in relationship building via daily safe and well calls across all lockdown periods.
Provide enrichment opportunities to develop cultural capital	Investment in both musical equipment and access to technology/approaches (including staff NC time) to enable music lessons and tuition to take place remotely.
Barriers to learning these priorities address	Risk of fixed term exclusion and withdrawal from school community Access to enrichment opportunities to develop cultural capital

Projected spending	<p>Music lessons and equipment - £4,000</p> <p>Part funding of salary – social and communication delivery of bespoke lessons for every class - £14725</p> <p>Investment in digital technology for all – contribution from PP spend - £5000</p>
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Wider strategies for current academic year

Measure	Activity
Improve speech, language and communication skills	Timetabled 1 hour lesson per week for every class group focussed on social and communication skills and strategies
Support the development of reading and comprehension	<p>Continue to promote and support via training/re-training of 'catch-up' literacy and numeracy programmes.</p> <p>Investment in resource and staff training to utilise Salford reading test as main formative and summative measure for RA</p> <p>All class groups have one TA whose central appraisal target is the promotion and innovation of reading activities in class</p> <p>Significant additional resource and investment – library facility, book stock and vending machine</p>
Barriers to learning these priorities address	Adverse childhood experiences contributing to emotional dysregulation and impacting on speech, language and communication deficits
Projected spending	<p>Speech, language and communication support - £14,725</p> <p>Literacy and numeracy interventions - £8000</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Providing phonics training and social communication for all teaching staff	Use of staff training days Funding allocated via SDP
Targeted support	Assessing need in order to target support effectively	Half termly review meeting between PM and Outreach specialist Link to inclusion group Plan in place for how to end successful work and ensure it is sustainable
Wider strategies	Time allocated to catch up mentors and speech, language and communications specialist Ensuring all staff are aware of how resources are prioritised for PP pupils	Staff briefings Access to this document Pathway leader and Inclusion leaders overseeing time allocation and impact of delivery

Review: last year's aims and outcomes

Aim	Outcome
Reduce fixed term exclusions	18 instances of FTE recorded over the course of the year 2019/20 pertaining to 11 pupils, this compares with 21 instances of FTE 2018/19. In the interests of balance however, it is important to note virtual opening of school for majority of summer term 2019/20 and therefore while numbers have reduced, it is fair to say levels are broadly comparable in terms of instances per days of school opening.
Improve speech language and communication skills	All pupils benefit from specific and bespoke speech and communication sessions as part of curriculum offer ; individual interventions to support specific need
Support reading and comprehension	Review of progress measures and tools for assessment highlighted need for structural change in initial assessment and formative/summative assessment processes. Investment in both appropriate tools to offer accurate and norm-referenced RA and appropriately trained and skilled staff to deliver from September 2020.