

Review of Pupil Premium 2019-2020

The pupil premium is allocated to schools in respect of children from low-income families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after by the local authority for more than six months. This applies to mainstream as well as special schools. The reason the Government gives school pupil premium money is because there is National evidence that pupils from low income families do less well at school than other pupils. Schools are free to spend the Pupil Premium as they see fit to support pupils from disadvantaged backgrounds in making good progress at school.

For the academic year 2019-2020 the pupil premium money was used in the following ways according to individual pupil needs and motivations. Lockdown occurred on 20th March 2020 owing to Covid 19 curtailing interventions from that date;

Provision of 1:1 personal training from a qualified sports coach. The one to one personal training aims to improve stamina and fitness and help students sustain concentration. Weight loss is not the primary goal.

Provision of music therapy. Music therapy uses music to help students to develop confidence to initiate or maintain eye contact, build a relationship with other people, improve articulation of speech, decrease anxiety or tension and to develop the ability to listen.

Lunch Clubs. Enhanced lunchtime staffing enables more activities are available to our pupils over the lunch period such as choir and various sporting activities.

Equipment Some students will benefit from specialised equipment which will be beneficial to their well-being or their learning.

Workshops. There was a dance workshop which helped develop confidence and well-being as well as fitness and co-ordination.

Pupil Premium Allocation 2019-2020

In the financial year 2019-2020 Oaklands received funding for 22 secondary aged pupils of £935 each and 3 primary aged pupils of £1320 each.

The pupil premium money was used in the following ways according to individual pupil needs and motivations;

- Provision of 1:1 personal training from a qualified sports coach
- Provision of music therapy
- Enhanced lunchtime staffing to enable us to extend the activities available to our pupils over the lunch period. Clubs include various sporting activities and library club.
- Specialist equipment

These interventions benefit communication skills, confidence and well-being as well as overall academic progress.

Personal Training

The one to one personal training aims to improve stamina and fitness and help students sustain concentration. Weight loss is not the primary goal.

Music Therapy

Music therapy uses music to help students to develop confidence to initiate or maintain eye contact, build a relationship with other people, improve articulation of speech, decrease anxiety or tension and to develop the ability to listen.

Lunchtime Clubs

These clubs help to promote social communication and build self-esteem by allowing students to express themselves in less formal settings than the classroom, make choices and interact with other students. The clubs include music club, art club and organised sports activities at lunchtimes such as tennis and football.

Staff Ratios/Equipment

Some students will benefit from enhanced staff ratios in the classroom or equipment which will be beneficial to their well-being or their learning. Some staff are used to use intensive interaction with students at lunchtime to encourage engagement. Extra lunchtime supervisors allow some staff to run clubs during the lunch period.

Examples of equipment

Student M

M is a student with complex medical needs. He needs a lot of OT and Physio input in order to increase his mobility and attention. The resources bought with PPG money has helped providing M with the therapy he needs. As a result, M's mobility has improved so he can walk longer distances, keeps good balance and is trying to move his hand affected by his condition more. He is also much more aware of his surroundings and responds to people around him better. The resources have also helped M to develop his fine motor skills and he can now use a writing tool to trace vertical and horizontal lines.



Student N

N is a very creative student, she loves music sometimes she suffers from low mood, Edison's excellent music therapy relaxed her and helped her gain focus on a particular subject, she looked forward to music therapy and I'm sure it helped her mood.

Student Y

Y enjoys physical activities a lot he is also a very able student. The PPG money was spent on resources for his physical activities so he can develop fine and gross motor movements. The latchbox helped him with cognition and focus in lessons by making him wait for the cause and effect. We were also able to buy items for the swimming pool that Y's mother was keen on him progressing with. He enjoyed large inflatable football a lot!