

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oakfield School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Rachel Davies Head Teacher
Pupil premium lead	Lee Thompson
Governor / Trustee lead	Huw Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,292
Recovery premium funding allocation this academic year	£19,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,492

Part A: Pupil premium strategy plan 2021/22

Statement of intent

When we make decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by our pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for our pupils to achieve their maximum potential. Typical barriers to learning experienced by our pupils at Oakfield include:

- lack of support at home
- low levels of aspiration
- social and emotional difficulties
- lack of resilience
- low confidence and self-esteem
- lack of resources to support home learning
- family conflict and social problems
- a narrow range of experiences

Key Objectives (based on barriers to learning)

- To support social and emotional development enabling disadvantaged children to learn effectively.
- To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support
- To accelerate pupil progress and raise attainment
- To broaden experiences and widen opportunities for children
- To develop the 'whole-child' by providing an enriched, holistic curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching

The purpose of this report is to inform parents, carers and governors how much pupil premium the school received for 2020 – 2021 how it was spent and the impact it on pupils' achievement.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of aspiration
2	Social and emotional difficulties
3	Lack of resilience
4	Low confidence and self esteem

5	Family conflict and social problems
6.	A narrow range of experiences
7.	Attendance

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To support social and emotional development enabling disadvantaged children to learn effectively.	Improvement in whole school Attendance, and pupils attitudes/engagement towards leaning,
To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support	All teaching is meeting the teaching standards and the vast majority exceeding the teaching standards. This is to be observed through work scrutiny, lesson observations, learning walks and pupils progress.
To accelerate pupil progress and raise attainment	Through achievement of improved performance, as demonstrated by our end of year assessments.
To broaden experiences and widen opportunities for children (including post 16)	All disadvantaged pupils are able to access high quality work experience and careers mentoring.
To develop the 'whole-child' by providing an enriched, holistic curriculum	Through observations and discussions with pupils and their families

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and relaunch of the staff induction programme and CPD package to all staff	Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for students undertaking GCSE's June 2021. Learning Support Behaviour Mentors to support the teachers in the delivery of exam Revision Classes for core subjects lasting 6 weeks and also transport pupils to their home addresses.	GCSE revision classes in the spring and summer term help pupils remember the topics, facts they have studied. This will then give them the best opportunity in gaining the highest possible grade in their exams. Evidence from the EEF suggests extending school time can improve progress by +2 months	1,2
To provide targeted support for pupils with Dyslexia.	Dyslexia is a common learning difficulty that can cause problems with reading, writing and spelling. It's estimated up to 1 in every 10 people in the UK has some degree of dyslexia. Dyslexia is a lifelong problem	1,3,4

Dyslexia screening software. Staff training. Staff member to establish/identify which pupils show dyslexic traits.	that can present challenges on a daily basis, but support is available to improve reading and writing skills and help those with the problem be successful at school and work Dyslexia - NHS (www.nhs.uk)	
To provide targeted support for pupils working below class peers in English and Maths (closing the gap). Staff member to liaise with English and Maths class teacher to identify gaps in pupils learning.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF (educationendowmentfoundation.org.uk)	1,3,4
To help fund 14-16 college placements for pupils currently on roll. 7 pupils from Key Stage 4 will be attending East riding College on a part time basis studying Motor Mechanics and Food.	Pupils will have a clear progression route into further and higher education within the College, which will provide the opportunity to specialise in their chosen career.	1,3,4,6, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and enhance the schools SMSC across tutor times and themed days To buy resources that allow for an exciting program of activities to take place on planned theme days.	Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Strong evidence shows that promoting SMSC in schools can contribute to raising	6

	<p>academic standards and improving children's life chances</p> <p><u>Recognising Spiritual, Moral, Social and Cultural Development - SMSC (smscqualitymark.org.uk)</u></p>	
<p>To help and support pupils with added emotional and social issues eg. loss of parents, COVID related.</p> <p>ELSA manager, three full time emotional wellbeing parental support assistant to work with a group of pupils throughout the week on Emotional Well-Being/Anger Management and Bereavement.</p>	<p>To improve attitudes to learning, reduce the risk of exclusion. Support to reduce the identified barriers to learning such as attendance, behaviour, welfare and safeguarding.</p> <p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p> <p><u>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</u></p>	2,5, 7
<p>To engage families and improve relationships between school and parents/cares to ensure more effective outcomes for students</p> <p>To appoint a parent support member of staff</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><u>Parental engagement EEF (educationendowmentfoundation.org.uk)</u></p>	2,5, 7
<p>Child Protection Co-ordinator/Multi Agency</p> <p>Additional Hours to cover support for parents and carers in the evenings,</p>	<p>For pupils to receive emotional needs and support from parents in their own environment which breaks down the barriers to resist learning. This then helps the pupils to engage, learn and improve behaviour, attendance and attainment at</p>	2,5

<p>weekends and holidays and to provide links and support for all pupils</p> <p>This effective way of working enables to ease anxieties in the household, safeguards children and links to agencies that can make a difference to the life of parents and carers. This helps the family home to become more emotionally stable.</p>	<p>school. The schools aim is to enable the students to become effective citizens, supporting society's ethos of British Values, as well as reaching their full academic potential.</p> <p>This aspect of our PP spend ensures that this work can be continued beyond term time</p>	
<p>Attendance Team to monitor and track attendance and punctuality.</p> <p>Incentives used on a case by case basis.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages</p> <p>Personalised intervention strategies for identified pupils that are monitored weekly to ensure effectiveness.</p> <p>Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,3,4,5, 7
<p>To provide focus on transition post 16 and support students with college application forms. Work Experience/connexions Level 4 TA 6 hours per week</p>	<p>All young people need guidance to prepare for their future. Pupils at Oakfield face additional challenges to achieving their goals. These include lack of information about options, low expectations about what is achievable, and difficulty in making their views heard. Connexions helps young people make informed choices about their education, training and employment.</p>	1,3,6

Total budgeted cost: £ 83,492

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See 2020/21 Pupil premium for evaluation of all previous years' strategies.