

Purpose

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Pupil eligibility and funding rates 2022 to 2023

This table shows how pupil premium funding is allocated to schools and local authorities. Allocations are provided on a financial year basis, based on the following pupil eligibility rates.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1385	£985	School
Pupils who have been adopted from care or have left care	£2410	£2410	School
Children who are looked after by the local authority	£2410	£2410	Local authority

We have permanently extended free school meal eligibility to include children in all households with no recourse to public funds (NRPF). The guidance on [Providing free school meals to families with NRPF](#) includes:

- a new claims form for schools to complete
- eligibility criteria
- income thresholds
- details on claiming additional pupil premium

Eligible schools

The following types of schools are eligible to receive an allocation of pupil premium.

Local authority-maintained schools

This includes:

- mainstream infant, primary, middle, junior, secondary and all-through schools serving children aged 5 to 16
- schools for children with special educational needs or disabilities
- pupil referral units (PRUs), for children who do not go to a mainstream school

Academies, free schools and non-maintained special schools

This includes:

- mainstream academies serving pupils aged 5 to 16
- academies and non-maintained special schools for children with special educational needs or disabilities
- alternative provision (AP) academies, for children who do not go to a mainstream school

Pupil premium funding is also provided to local authorities for eligible pupils in independent special schools, where the local authority pays full tuition fees.

Service pupil premium (SPP)

[Service pupil premium](#) is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending.

Schools get £320 in 2022 to 2023 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is primarily to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

Use of the pupil premium

Funding paid to schools

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

1. High-quality teaching, such as staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching.

Funding paid to local authorities for looked-after children

Virtual School Heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans.

They can pass all of the funding on to schools or retain some to fund activities that will benefit a group, or all, of the authority's looked-after children.

Further information is available on [Virtual School Heads responsibilities](#) for using pupil premium.

Non-eligible pupils

Schools do not have to spend pupil premium so it solely benefits [eligible pupils](#). They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	103
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2022
Date on which it will be reviewed	Termly
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	£71,143

Part A: Pupil premium strategy plan 2022/23

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 2022 – 2023 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
8.	Reading levels across the school cohort

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 learning,
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: **£6,143**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff All staff will benefit from a regular schedule of training sessions designed to meet staff specific needs to support learning and ensure a consistent approach in teaching learning	Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day	
Recruitment of QTS Outdoor Education Teacher	Evidence suggests that outdoor learning has positive impacts on self-efficacy, team work and motivation as plays an important role in the wider school experience. (EEF Teaching and Learning Toolkit – outdoor adventure learning)	

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 Phonics Intervention	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from	8

<p>We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind.</p> <p>The vast majority of the Phonics programme will be delivered by a qualified Teacher on a one to one basis.</p> <p>All classroom based staff to receive training on the Fresh start Phonics programme</p>	<p>disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate. (EEF Teaching and Learning Toolkit – Phonics)</p>	
<p>Targeted support for students undertaking GCSE's June 2023.</p> <p>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.</p>	<p>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.</p> <p>Evidence from the EEF suggests extending school time can improve progress by +2 months</p>	1,2
<p>To provide targeted support for pupils with Dyslexia.</p> <p>Dyslexia screening software. Staff training. Staff member to establish/identify which pupils show dyslexic traits.</p>	<p>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 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</p>	1,3,4

	<u>Dyslexia - NHS (www.nhs.uk)</u>	
<p>To provide targeted support for pupils working below class peers in English and Maths (closing the gap).</p> <p>Staff member to liaise with English and Maths class teacher to identify gaps in pupils learning.</p>	<p>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)</p>	1,3,4
<p>To help fund 14-16 college placements for pupils currently on roll.</p>	<p>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.</p>	1,3,4,6, 7

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

Budgeted cost:30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop and enhance the schools SMSC across tutor times and themed days</p> <p>To buy resources that allow for an exciting program of activities to take place on planned theme days.</p>	<p>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 academic standards and improving children's life chances</p> <p>Recognising Spiritual, Moral, Social and Cultural Development - SMSC (smscqualitymark.org.uk)</p>	6
<p>ELSA manager, three full time emotional wellbeing parental support assistant to work with a group of pupils</p>	<p>To improve attitudes to learning, reduce the risk of exclusion. Support to reduce the identified barriers to learning such as</p>	2,5, 7

<p>throughout the week on Emotional Well-Being/Anger Management and Bereavement.</p>	<p>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>	
<p>To engage families and improve relationships between school and parents/cares to ensure more effective outcomes for students.</p> <p>This is to be achieved via Twitter, newsletters, coffee mornings and the Parent Liaison Officer.</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, 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</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 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>	2,5

parents and carers. This helps the family home to become more emotionally stable.		
<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</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
<p>Careers- Ensure that the school is meeting all eight of the Gatsby Benchmarks and embed the current careers programme across the school.</p> <p>Ensure that all students progress in appropriate education, work or training post 16.</p>	<p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. (EEF)</p>	1, 4

Total budgeted cost: £ 71.143

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 2022 to 2023 academic year.

Intended outcomes	Actual outcomes
To support social and emotional development enabling disadvantaged children to learn effectively.	<p>The schools ethos, commitment and whole school approach with its complex cohort enables the students to better manage their mental health. The school has an established Emotional Well Being Team, which provides additional support within school for students who require specialist intervention. They deliver accredited programmes such as anger management, art therapy, LEGO intervention, time to talk, parent courses, bereavement counselling and emotional well-being. The team works closely with families in crisis and social care to support and advice. <u>Currently 61% of the school's cohort have a timetabled slot during the school week in EWB and a number of pupils also access EWB through drop in sessions.</u> This input positively affects student attendance, achievement and engagement as they see that the school is helping their families as well as themselves. We strive to provide students with the emotional awareness and social skills so that they can successfully manage in their post schools lives.</p> <p>There has been an increase in the level of attendance (2.55%) between 2021/2022 and 2022/2023. <u>Overall attendance for academic year 2022/2023 was 87.8%</u></p> <p>The school has worked hard to devise alternatives to fixed term suspensions as a sanction. <u>The number of suspensions reduced from 119 in 2021/22 to 80 in 2022/23.</u> This is lowest number of suspensions in the previous three academic years</p>
To provide quality-first teaching, including high quality, immediate feedback and enhanced levels of support	<p>The school has appointed a School Improvement Officer 'Gina White'. She has been commissioned since June 2022. Her role is to objectively scrutinise and support leaders on areas of development. In addition, the school has a critical friend- Michael Purches. Their input supports challenges and provides additional rigour to the school's scrutiny. This external input has impacted positively on the presentation of data and the quality of teacher lesson observations Feedback by Leaders which has improved teaching standards to ensure that the quality of teaching is consistently good or better.</p>

	<p><u>In 2022/23 academic year 24% of the teaching staff were graded as exceeding the teaching standards</u> (triangulation of work scrutiny, lesson observation, pupils progress and accreditation).</p> <p>The school uses assessment to identify pupil's knowledge and understanding. The school has a Qualified Teacher delivering Maths intervention on a one to one basis for identified pupils. Four pupils access Maths intervention and eleven pupils access English intervention on a weekly basis and are making progress in acquiring knowledge and skills allowing them to catch up with their peers/age related expectation.</p>
To accelerate pupil progress and raise attainment	<p style="text-align: center;">2022/23 Results Analysis (16 pupils)</p> <p>GCSE</p> <ul style="list-style-type: none"> 11/15 pupils (73%) passed English GCSE. The highest grade was a '3'. * of the 4 pupil who didn't pass 3 of which didn't sit the exam and the other pupils is in HMP 11/15 pupils (73%) passed Maths GCSE. The highest grade was a '3'. * of the 4 pupil who didn't pass 3 of which didn't sit the exam and the other pupils is in HMP 8/9 pupils (89%) passed Biology Science GCSE. 2 pupils (22%) was graded a 4. 2/2 pupils (100%) passed Art and design GCSE (3D design). Highest grade was a '8'. 2/2 pupils (100%) passed Art and Design GCSE (Fine art). Highest grade was a '6'. 1/1 pupils (100%) passed Art and design GCSE (Photography). Highest grade was a '2'. 1/1 pupils (100%) passed history GCSE. Highest grade was a '2'. <p>Functional Skills</p> <ul style="list-style-type: none"> 11/16 pupils (69%) passed English Level 1. 12/16 pupils (75%) passed Maths level 1. 4/16 (25%) pupils passed Maths Level 2. 1/16 pupils (6%) passed ICT Level 1. <p>BTEC</p> <ul style="list-style-type: none"> 1/4 (25%) pupils passed BTEC level 1 sport

	<p>ELC</p> <ul style="list-style-type: none"> • 2 pupils passed ASDAN Foodwise (option subject) • 10 pupils passed ELC PE • 6 pupils passed History ELC • 10 pupils passed ELC science <p>Cert</p> <ul style="list-style-type: none"> • 6 pupils passed ASDAN Employability Entry 3. • 1 pupil passed Level 1 Trinity rock and Pop (Bass) <p>Other</p> <ul style="list-style-type: none"> • Level 1 extended in Multi Skills (NOCN)
To broaden experiences and widen opportunities for children (including post 16)	<p>Pupils are well prepared for life beyond school because we ensure that the curriculum remains as broad as possible. Oakfield are one of 50 Hull & East Yorkshire schools/colleges that make up the Hull & East Yorkshire Careers Hub. Oakfield's link business is Cranswick Food. The school uses 'Compass +', an online self-evaluation tool, to assess how the careers support compares against the Gatsby benchmarks and the national average. The school uses the data generated to track progress against the benchmarks over time.</p> <p>We work in partnership with Hull College, Bishop Burton College and East Riding College. This partnership provides Key Stage 4 pupils specialist vocational training such as 'Motor Mechanics', 'Bricklaying', 'Hair and Beauty', 'Construction' and 'Food'. These vocational courses allow pupils to develop essential skills in a chosen career whilst still working towards GCSE's in school. Thus demonstrating the curriculum is meeting all pupils' needs and aspirations for the future.</p> <p>The school uses off-site placements for some students who are unable to manage a full time curriculum in a classroom setting. Off-site placements have improved attendance for some hard to reach students and have re-engaged them in learning and the pupils are acquiring knowledge and skills to successfully achieve qualifications such as Level 1 in Multi-Craft Construction, BTECH Level 1 Certificate in Engineering and Maths/English Functional Skills/ELC'S. We have a team that quality assures the health and safety and safeguarding of our students and staff is reflected to the same high standards as our on-site provision</p> <p>KS4 pupils are given careers advice and guidance through a number of different channels including Connexions, lessons and personal development days.</p>

	<p><u>The number of pupils moving onto suitable post 16 destinations in 2021/22 was 82% in learning, 6% in part time work, 6% in employment with accredited training and 6% NEETS</u> (available to the labour market). This is a steadily improving trend, over 3 years of pupils moving on to EET. 2022/23 post 16 destination are not currently available as of yet (September 2023) Our NEETs data tells us that the ethos, the commitment and the whole school approach Oakfield staff takes with its complex cohort enables them to better manage their mental health. We strive to provide students with the emotional awareness and social skills so that they can successfully manage in their post schools lives. The Parent and Student liaison officer visits any year 11 leavers that have not found suitable education or vocation courses since leaving in the June of that academic year.</p>
<p>To develop the 'whole-child' by providing an enriched, holistic curriculum</p>	<p>Students are fully aware that they all have an entitlement to come to school, feel safe, enjoy learning, forge friendships and take a full and active part in school life.</p> <p>The school is actively involved in ensuring that current issues in the national interest are explored and addressed through school council and planned Theme Days. Recent Theme Days explored what it means to be British and explored fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our Theme Days are recorded and reflected upon in displays and feedback. There has been a significant improvement in engagement and participation of students as they have become familiar with the expectations and formats of the days. In December 2021, the school achieved the national SMSC Quality Mark award.</p> <p>An extensive range of subjects are delivered across both Key Stages. Year 7 students and the Nurture group are taught English and Mathematics in a primary style setting with a class teacher, but have specialist subject teachers to deliver the rest of the school's curriculum. This enables all students to maximise their attainment in year 11.</p> <p>The whole school points system, ensures positive attitudes to learning and good behaviour is rewarded. The number of pupils achieving the necessary points to access end of term rewards has increased in the 2022/23 academic year from 56% in the autumn term, 64% in the spring term and 76% in the summer term. The whole school incident reporting, in addition to the student tracking</p>

	<p>for achievement and is adhered to by behaviour, is rigorous and effective in improving behaviour and learning. It enables the school to target intervention of identified students rapidly and effectively.</p> <p>Attendance is a high priority across the school. Attendance for 2021 22 was 85.25%, the attendance in 2022 23 was 87.8%. Term on term comparisons show a positive upward trend in attendance of pupils. The number of persistent absences has decreased by 5% on the previous year. The school set high expectations for all students. This is positively modelled by staff throughout the school. Good attendance and punctuality is rewarded through the whole school points system. <u>From the 41 children that have been identified as high priorities throughout 2022-23 (LBWA data), 70% have made improvements within their attendance/punctuality of the classroom environment and curriculum through strategies implemented and discussed within SLT meetings.</u> Staff do all they can to ensure that students are ready to learn, encouraging pupils to be well prepared and that as many barriers to learning that the students may wish to create are minimized.</p> <p>We have an Outdoor Education programme that is embedded within the curriculum, this is not only to enhance the school's Physical Education curriculum but to work alongside the pupils' personal social profiles. This continues to be developed and the staff team has increased as the curriculum offer has developed into the KS3 curriculum. We believe in the power and intensity of learning through adventure in the outdoors. As a means to bring out the best in pupils. We hold a deep appreciation of the balance between risk, reward and responsibility. We want pupils to have a real experience with powerful, positive and memorable outcomes. We aim to encourage pupils physically and mentally while nurturing a spirit of respect and compassion.</p>
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