

Pupil premium strategy statement- Oakfield School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	67% (89 pupils Aug 24 census)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	1
Date this statement was published	October 2025
Date on which it will be reviewed	Termly
Statement authorised by	Rachel Davies, Headteacher
Pupil premium lead	Lee Thompson, Assistant Headteacher
Governor / Trustee lead	Huw Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,715

Part A: Pupil premium strategy plan

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 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 2025 – 2026 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
<p>Pupils are effectively supported to achieve their full potential and close the gaps in their learning through:</p> <ul style="list-style-type: none">• Quality teaching• Curriculum adaptation (including vocational pathways)• Pupils in KS4 to be in set groups for core subjects.• Introduction of Year 8 model following a primary style curriculum (1 set teacher)• Targeted interventions where necessary (Maths and English)	<p>Curriculum leaders assure themselves, through QA, that the curriculum is taught well and they identify areas for improvement and take effective action to tackle these.</p> <p>Curriculums are planned to allow pupils to improve bridging skills and skills in knowledge retention</p> <p>100% of pupils to leave Oakfield with a qualification in Maths/English and Science.</p>
<p>Extend programme to support pupils who need help with reading comprehension and fluency.</p>	<p>Reading ages for all pupils show accelerated progress from their starting points/baselines.</p>

Intended outcome	Success criteria
	Pupils can read with fluency and show an understanding of a range of curriculum texts.
To improve attendance for all groups and reduce the percentage of persistent absentees.	<p>Strategies are in place which support pupils and families to address issues around attendance.</p> <p>Improved attendance figures in line with school's yearly target for 2025/26 (86%).</p> <p>Feedback from pupils illustrate that they are happy to attend school (key worker sessions).</p> <p>Parents have a good relationship with school which has impacted positively on their child's attendance.</p>
To support social and emotional development, enabling disadvantaged children to learn effectively.	<p>Improvement in whole school attendance, and pupils' attitudes/engagement towards learning.</p> <p>Pupils access the appropriate support networks in school to work through any social and emotional challenges they face and return to learning as quickly as possible with as minimal impact as possible</p>
To create and embed a 'Trauma Informed' culture across the whole school.	<p>Staff to feel more confident with approach to trauma informed practice.</p> <p>All members of Oakfield staff to be trained and use Trauma Informed Language.</p>
<p>To broaden experiences and widen opportunities for children (including post 16).</p> <p>Opportunities throughout the year focused on increasing aspirations including:</p> <ul style="list-style-type: none"> • Careers meetings (Connexions) • Visits from alumni pupils • Visits to colleges and universities • Presentations from people representing varied professions. • Work Experience 	<p>A significant increase of participation in Enrichment/extra curriculum activities, particularly among disadvantaged pupils (with a focus on STEM).</p> <p>All disadvantaged pupils are able to access high quality work experience and careers mentoring (100% target).</p> <p>Evidence from key worker sessions and questionnaires illustrate pupils are increasingly aware of their career options and have a potential career path.</p>

Intended outcome	Success criteria
	Additionally, parents' aspirations rise in terms of future options, including further education for their children.
Sharpen focus on developing awareness and support for a culture of diversity, tolerance, and inclusivity.	Pupils treat themselves and others with care and consideration.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000 (CPD budget 2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to have opportunities to develop professionally (linked to SIP and OFSTED area of improvement May 2024).</p> <p>All teaching staff to have a performance management objective linked to developing their own practice.</p> <p>LBSM CPD needs to be identified during supervisions.</p> <p>To continue and embed the use of carousel sessions related to aspects of education/training needs, identified via the staff annual CPD survey.</p>	<p>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>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.</p> <p>One of the key benefits of coaching is that it provides a safe and supportive environment for leaders to explore strengths and identify areas for improvement.</p> <p>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.</p> <p>Effective Professional Development EEF</p>	1, 3, 4, 7, 8

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

Budgeted cost: £ 50,0000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement and embed a Maths intervention programme focusing on tackling gaps in pupils' knowledge or skills (linked to SIP).</p>	<p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching, which can support pupils to spend more time on new or unfamiliar concepts, overcome barriers to learning and increase their progress through the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 3 and 4
<p>To develop the vocational curriculum to meet the growing needs of the pupils on roll (linked to SIP).</p> <p>Pupils to access a curriculum that is practical based, develops work-related skills and prepares them for future employment or further education (alongside the core subject offer of Maths and English).</p>	<p>Vocational learning provides invaluable opportunities for young people to develop their potential and expand what they know, understand and can do; and to gain recognition for that learning which allows them to progress as they move to adulthood. Secondly, vocational education is a vital underpinning for our economy. The development of young people's skills in areas of immediate relevance to employers and business is a central part of the Government's plans to boost economic growth, and to support higher levels of youth employment.</p> <p>Wolf Review of Vocational Education, Department for Education</p> <p>Wolf-Review-Response.pdf</p>	1, 2, 3, 4, 6 and 7.

<p>Extend programme to support pupils who need help with reading comprehension and fluency (linked to SIP).</p> <p>Pupils reading attainment is assessed via Access Reading Tests (ART).</p> <p>Internal redeployment of LBSM to the English intervention team (afternoons).</p>	<p>The average impact of reading comprehension strategies is an additional six month's progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 3, 4 and 8</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance for all groups and reduce the percentage of persistent absentees (linked to SIP).</p> <p>To improve the attendance across all year groups,</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special</p>	<p>5 and 7</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>particularly reducing those with attendance below 90%.</p> <p>To reduce the number of days lost due to suspensions.</p> <p>Reduction in the number of pupils' persistent absent.</p> <p>Track persistent non-attendance and offer personalised incentives/rewards.</p>	<p>educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.</p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra familial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%)</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	
<p>Sharpen focus on developing increasing awareness and support for a culture of diversity, tolerance, and inclusivity (linked to SIP).</p> <p>All cases of bullying, racism, discrimination and derogatory language/actions are dealt with quickly and effectively.</p> <p>Notable reduction in the number of reports of racist/homophobic language.</p>	<p>Fostering cultural understanding in pupils is crucial for promoting empathy, tolerance, and a broader perspective on the world.</p> <p>Improving behaviour in schools</p> <p>Leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated.</p> <p>State-funded school inspection toolkit</p>	2 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional Wellbeing Team</p> <p>EWB manager, four full time EWB assistants and a Parent and Young Person Liaison Officer 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>	<p>2 and 5</p>
<p>To create and embed a 'Trauma Informed' culture across the whole school (linked to SIP).</p> <p>The SLT and EWB team to support with development and embed a consistent Trauma Informed approach for all staff working with vulnerable students who have or may have experienced trauma</p> <p>4 additional staff members to participate in the ARC (Attachment, Regulation and</p>	<p>Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p> <p>Trauma-informed practice ensures that schools put the emotional and psychological needs of their students first. This holistic approach addresses trauma's underlying cause instead of punishing challenging behaviour to provide a safe and supportive environment for students.</p> <p><u>https://www.trauma-informed.uk/home/what-is-a-trauma-informed-school</u></p>	<p>2 and 5.</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Competency) training (mentored by the school ARC champions).</p> <p>The 2 members of SLT (JoJ/EM), who have attended Trauma Informed Practice Leadership, to embed the culture of supporting pupils (and staff) who have experienced trauma.</p>		
<p>Extend and embed a rich development/charter education programme (linked to SIP).</p> <p>To ensure pupils are ready for the next stage in their life (transition to main school, to KS4 or Post 16).</p>	<p>Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC. Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.</p> <p>Character education framework guidance</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. High quality careers education can help them progress smoothly into further learning and work. (EEF)</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p>Pupils to be able to apply knowledge/ skills of STEM subjects in</p>	<p>STEM learning teaches children the importance of keeping an open-minded and curious approach, while also understanding how to research and evaluate information. Children are encouraged to</p>	<p>1,3,4 and 6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>everyday life (linked to SIP).</p> <p>Provide authentic opportunities for pupils to learn about STEM.</p> <p>Ensure pupils gain knowledge of STEM career opportunities and have the opportunity for business encounters.</p>	<p>ask questions to gain a better understanding of something and develop a growth mindset.</p> <p>STEM clubs are an important outlet for igniting new interest and raising attainment in STEM subjects through more imaginative and inventive teaching methods.</p> <p>https://www.stem.org.uk/</p>	

Total budgeted cost: £ 116,715

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In May 2024, OFSTED identified that 'staff training has not been focused enough on developing specific knowledge for teachers and subject leaders. The school has been proactive in enhancing the CPD offer and focusing on developing the expertise of the teaching staff, to ensure the curriculum is delivered effectively so not to disadvantage the pupils - partly funded via the 2024/25 Pupil Premium allocation. The training for the teaching staff in 2024/25 consisted of 'Level 5 Certificate in Dyslexia', Specialist Maths Knowledge for Secondary (non-specialist), NPQ Literacy, NPQ Leading Behaviour and Culture, NPQ in Leading Literacy, NPQ in Leading Primary Mathematics and NPQ for SENCOs.

Leaders of subjects have had the opportunity to attend Heads of Department days with their colleagues from the Consortium Academy Trust during the 2024/25 academic year.

The deployment of Learning Behaviour and Support Mentors (LBSM) is key in supporting pupils to access high quality learning experiences. Currently 8 support staff are enrolled on a CACHE Level 3 Certificate in Supporting Teaching and Learning and an additional 4 support staff are enrolled on the 'Specialist Teaching Assistant Level 5 SEND Pathway' course.

The vast majority of the school's cohort are categorised as lower attainers, based on DfE prior attainment (FFT Aspire - 85% of the 2023/24 leavers were lower attainers compared to 22% nationally); despite these starting points, the school sets high expectations for pupils to be successful (overcoming barriers to their learning) and be well equipped for the next stage of their journey (post 16). All pupils study for, and gain, qualifications in English and Mathematics, including Entry Level, and/or GCSEs. In the 2024/5 academic year, 22/28 of the Year 11 cohort (79%) achieved a qualification in English and 25/28 (89%) achieved a qualification in Mathematics. 75% (21/28) achieved a qualification in both English and Mathematics.

The 'Creative Arts' department continues to perform strongly in national tests and examinations. Pupils with SEMH can sometimes feel overwhelmed in subjects, but 'Creative Arts' allows freedom of creative expression, enabling them to communicate and express themselves in ways that make sense to them. In the 2024/25 academic year pupils secured grade '8' and '7' and a '5' in Fine Art and grades '8' and '7' in Photography.

In September 2022, the school enrolled on a whole school phonics programme called 'Fresh Start'. The phonics intervention programme is delivered by an enthusiastic qualified Teacher dedicated to developing pupils' ability to read accurately and fluently, and with good comprehension. From September 2025 the school has deployed one of the exiting LBSM to the English intervention team to assist in overcoming the gaps in pupil reading fluency, allowing them to access the wider curriculum. This coincides with the school's priority of 'extending the programme of supporting pupils who need help with reading comprehension and fluency'.

Oakfield uses the 'Access Reading Tests' to assess pupils' reading ages and populate a standardised score. The vast majority of pupils' reading ages are below their chronological age. During the 2024/25 year, 45% of pupils improved their reading age by an average 23 months. The school is keen to establish a 'Culture of Reading' which is embedded in the school.

The school's 'Vocational Pathway Curriculum' refers to education or training designed to provide pupils with practical, work-related skills and qualifications in a specific vocational area, to prepare them for future employment or further education. It offers an alternative curriculum to the traditional academic routes and includes hands-on training and development of essential employability and life skills tailored to individual interests and aspirations (alongside the core subject offer of Maths and English). The offsite placements have improved attendance for some hard-to-reach pupils and have re-engaged them in learning. In 2024/5, approx. 30% of the school's cohort accessed a vocational pathway (including colleges) and are studying a variety of qualifications such as Construction, Mechanics, Hair-dressing and Engineering.

The school takes all forms of bullying, homophobia, sexism and racism very seriously and they are dealt with quickly, consistently and effectively, whenever they occur. Persistent or extremely serious incidents are passed onto the Police or other agencies, to ensure that offenders are dealt with appropriately. The school has seen a small influx of pupils using racist language as a behaviour response and for effect. To address this, the school's Anti-Bullying Policy has been reviewed, including important changes on how the school will manage incidents of racism from September 2025. The school will now follow a clear step-by-step process, which will effectively monitor and manage racial incidents. Sharpening the focus on developing increasing awareness and support for a culture of diversity, tolerance, and inclusivity is one of the school's key priority areas.

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 2024/25 academic year, from 69% in the autumn term, 67% in the spring term and 74% in the summer term. The whole school incident reporting, in addition to the pupil tracking for achievement, is rigorous and effective in improving behaviour and learning. It enables the school to target intervention of identified students rapidly and effectively.

The school's bespoke incident/absenting reporting system enables all incidents and absenting to be recorded accurately and effectively. The staff regularly monitor and analyse the database to micro-track students, to find triggers, and to identify changes in behaviour, attendance, and attitudes to learning. In addition, post incident feedback takes place with the pupil, to look for how the incident could have been avoided. Comparing the 2023-24 and 2024-25 data, we have seen a reduction in incidents from 608 (23/24) to 403 (24/25), which is a 33.7 % reduction.

Attendance is a high priority across the school. Attendance in 2023/24 was 85.4% and in 2024/25 it was 83.84%. The number of pupils defined as persistent absentees is 43, and severe persistent absentees is 10. This continues to be part of the School Improvement Plan.

The school has worked hard to devise alternatives to fixed term suspensions as a sanction. Suspensions have decreased from 108 in 2023/24 to 84 in 2024/25 academic year (22% reduction).

The school operates 'Extended Days', which are attended by approximately 20% of the school's cohort. It provides an extended learning experience for pupils, offering enriching opportunities, engaging activities and social experiences to help pupils with their development and progress.

The school's ethos, commitment and whole school approach with its complex cohort enables pupils to better manage their mental health. The school has an established Emotional Wellbeing Team, which provides additional support within school to pupils who require specialist intervention. They deliver accredited programmes such as anger management, art intervention, LEGO intervention, time to talk, parent courses, bereavement intervention (referred to MIND if appropriate) counselling and emotional wellbeing. The team works closely with families in crisis and social care to support and advise. In 2024/25, 39 pupils have a timetabled 1-2-1 slot during the school week in EWB. 8 pupils at a time access WRAP (3 x 10-week sessions – 24 pupils in total) and on average there are 22 daily drop-ins from pupils (including lunchtime). This input positively affects pupil attendance, achievement, and engagement, as they see that the school is helping their families as well as themselves. The school strives to provide pupils with emotional awareness and social skills, so that they can successfully manage their post-school lives.

The school is committed to embedding Trauma Informed Practice. In 2024/25, two members of the Emotional Wellbeing Team trained as ARC (Attachment, Regulation and Competency) champions, in addition two members of the SLT attending the Trauma Informed Practice Leadership course.

Oakfield School is one of 50 Hull & East Yorkshire schools/colleges that make up the Hull & East Yorkshire Careers Hub. The school's link business is Cranswick Foods. 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. The school is committed to providing work experience opportunities for Year 11 pupils, as it provides an insight into the 'world of work' and prepares them for the responsibilities of adult life. In 2024/25 pupils participated in work experience at the following businesses: 'The Deep', 'Auto Technica', 'Cranswick', 'Northcott School', 'Larkham Leisure', 'Guildhall', 'Springfield Health', 'Millers' and 'Robertsons'.

Oakfield School works effectively with Connexions to ensure that all pupils have an appropriate pathway on leaving school at the end of Year 11. The school's Parent and Young Person Support Liaison Officer supports Year 11 parents/carers by offering/making post-16 visits, as it can be an anxious time for pupils and parents/carers alike. The data tells us that, as a school, we prepare our pupils well for the next stage in education, training, and employment. In 2023/24 academic year 15% of pupils was categorised as NEET. Data for 2024/25 has not been released yet (September 2025).