

Pupil premium strategy statement – Oakfield School

This statement details our school's use of pupil premium (and recovery 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	121
Proportion (%) of pupil premium eligible pupils	83 (69%)
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	October 2023
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	£85,905
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£85,905

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 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 2023 – 2024 how it was spent and the impact it on pupils' achievement.

The strategies for 2022/23 have been reviewed and those that was successfully have been implemented again for 2023/24.

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 2023/24

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 (2023/24)

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all staff</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>Professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</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>1.2,3,4,6,7,8</p>
<p>Emotional wellbeing CPD day for staff</p>	<p>Promoting and supporting employee wellbeing is at the heart of the school.</p> <p>An effective workplace wellbeing programme can deliver mutual benefit to people, organisations, economies and communities. Healthy workplaces help people to flourish and reach their potential. This means creating an environment that actively promotes a state of contentment, benefiting both employees and the organisation.</p> <p>Investing in employee wellbeing can lead to increased resilience, better employee engagement, reduced sickness absence and higher performance and productivity.</p>	<p>This does not relate specifically to the difficulties pupils face but is a key priority as part of the school's SIP</p>

Targeted academic support 2023/24(for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for students undertaking GCSE's June 2024.</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>	<p>1, 2</p>
<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>	<p>1,3,4</p>
<p>Learning Behaviour Support Mentor deployment.</p> <p>Additional support staff to be assigned to Year 7 class groups educated</p>	<p>The average impact of the deployment of support staff is about an additional four months' progress over the course of a year.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,8</p>

within the Rowan Provision.		
To help fund 14-16 college placements for pupils currently on roll.	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
Development of the Creative Arts Curriculum	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	6

Wider strategies 2023/24 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
To expand the Extended days offer	<p>Extracurricular activities are an important part of education in their own right.</p> <p>The extended day offer provides opportunities to develop social skills, build confidence, self-esteem and creativity.</p>	6

<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><u>Recognising Spiritual, Moral, Social and Cultural Development - SMSC (smscqualitymark.org.uk)</u></p>	6
<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>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 parents and carers. This helps the family home to become more emotionally stable.</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>	<p>2,5</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>	<p>1,3,4,5, 7</p>
<p>Careers- Ensure that the school is meeting all eight of the Gatsby Benchmarks and embed the current</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</p>	<p>1, 4</p>

<p>careers programme across the school.</p> <p>Ensure that all students progress in appropriate education, work or training post 16.</p>	<p>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>	
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Total budgeted cost: £ 85,905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/24 GCSE/Accreditations analysis (19 pupils)

GCSE

*Not all pupils were entered for GCSE, this was based on ability and other accreditations was sought

- 11/14 pupils (76%) passed English GCSE. The highest grade was a '3'.

*3 pupils was absent for the exam

- 11/14 pupils (76%) passed Maths GCSE. The highest grade was a '3'.

*3 pupils was absent for the exam

- 8/9 pupils (89%) passed Biology Science GCSE. The highest grade was a '3'.

- 2/2 pupils (100%) passed Art and Design GCSE (Fine Art). Both pupils being graded a '6'.

- 1/1 pupils (100%) passed Art and design GCSE (Photography). Highest grade was a '6'.

- 2/2 pupils (100%) passed History GCSE. Highest grade was a '1'.

In addition to the above results a year 10 pupil was graded a '4' in Maths GCSE and a grade '5' in Science Biology GCSE.

Functional Skills

- 9 pupils passed English Level 1.

*An additional 5 pupils passed the Reading and writing component and another pupil passed the reading component.

- 11 pupils Passed Maths level 1.

ELC

- 11 pupils passed English ELC
- 15 pupils passed Maths ELC
- 5 pupils passed ELC science

Cert

- 3 pupils passed ASDAN Employability Entry 3.

Other

- 2 pupils passed ASDAN Foodwise (option subject)

16/19 pupils in the 2023/24 leavers, left Oakfield with a qualification in both Maths and English (Entry level, Functional skills or GCSE).