

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Oaklands School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	46.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Neil Oxley
Pupil premium lead	Neil Oxley, supported by Vicki Shore
Governor / Trustee lead	Mrs Joanna Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,575
Recovery premium funding allocation this academic year	£89, 980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,555

# Part A: Pupil premium strategy plan

## Statement of intent

**The Ethos at Oaklands School is** *“The best for all, the best from all”*

**Our Mission Statement is,**

*We believe in making a lasting difference, by giving students the tools to meet the challenges of the future.*

**The Oaklands values** that underpin our ethos and mission statement are:

- *Developing emotionally healthy minds*
- *Providing pathways to success*
- *Supporting pupils to become confident and resilient young adults*

*Diminishing the difference is central to everything we do at Oaklands. We have a moral commitment to ensure that our students from disadvantaged backgrounds have the support to accelerate their progress to achieve their full potential. We firmly believe that a whole school strategic approach to pupil premium can result in a significant impact on school wide attainment. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.*

*We have developed the ‘Oaklands’ School Toolkit’ based on the Education Endowment Foundation’s guide to the Pupil Premium to ensure all strategies used are evidence based where appropriate. In addition to those whole school strategies mentioned, we have other strategies/initiatives in place to ensure each of our students get what ‘they’ need to succeed. Our strategies can be split into three areas:*

- *High Quality Teaching*
- *Targeted Academic Support*
- *Wider Whole School Strategies*

*These initiatives, whilst being aimed at our pupil premium (PP) cohort, have a direct impact on all of our students with the aim of raising the bar, (e.g. staff professional development, implementation of a Family Support Worker and the ‘Whole School Reward’ Programme’ to promote self-esteem and behaviour for learning).*

*At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, helping pupils to access a broad and balanced 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. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Student academic progress is monitored twice a year so that we are always supporting our students and directing resources appropriately.</i></p> <p><i>Overall students who are entitled to pupil premium funding make as much progress as their peers at Oaklands School.</i></p> <p><i>Our challenge is to direct resources appropriately to support identified students, whilst effectively supporting the remainder of the cohort.</i></p>
2	<p><i>Well-being support – Targeting appropriate support to develop resilience (see Oaklands’ Values above)</i></p>
3	<p><i>Independent Living skills – Targeting support that enables students to progress on their journey to adulthood (see Oaklands’ Mission Statement above)</i></p>

## 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 provide a teaching structure that allows for successful student progress	<p>Improved attainment, progress, and attainment.</p> <p>Improved social and emotional skills, and wellbeing.</p>
Remove barriers to learning through the use of support interventions including ELSA sessions.	
Improved attainment for disadvantaged pupils, relative to their starting points as identified through baseline assessments.	
To enhance parental engagement in order to support pupils’ learning through family support access.	
To enhance learning through educational visits and extra-curricular experiences.	
To maintain high levels of attendance	

## 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: £73,925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development</i>	Spending on improving teaching might include professional development, training and support for early career teachers.	1, 2, 3
<i>Implementing an effective teacher pupil ratio to promote recovery</i>	Ensuring an effective teacher is delivering the planned recovery curriculum.	1, 2, 3

### Targeted academic support (for example, tutoring, one-to-one/small group and support structured interventions)

Budgeted cost: £81,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff/ Interventions/ELSA</i>  <i>Recovery Premium Interventions to support social and emotional learning.</i>	Interventions which target social and emotional learning (SEL) seek to improve pupils' interactions with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	2, 3
<i>Family Support Worker/ Parental Engagement</i>	Parent engagement is defined as the involvement of parents in supporting their child's academic learning. It includes: <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as Literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children;</li> </ul>	1, 2, 3

	<ul style="list-style-type: none"> <li>• the involvement of parents in their children's learning activities;</li> <li>• more intensive programmes for families in crisis.</li> <li>• School staff and parents/carers working together to support positive behaviour and to reduce incidents where problematic behaviour is displayed.</li> </ul>	
<i>Resources</i>	Overall, changes to the physical environment of schools are unlikely to have a direct effect on learning beyond the extremes (i.e. once an adequate building standard has been achieved).	1,2,3

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

Budgeted cost: £27,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Counselling Intervention</i>	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months additional progress on average).	2, 3
<i>Wellbeing/Mental Health Support</i>	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.	1,2,3
<i>Trips/Visits/Extra Curricular</i>	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.	1,2,3
<i>Rewards/Snack Programme</i>	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,2,3

<i>Rewards Programme - half-termly Rewards activities.</i>	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,2,3
<i>Motivational Work Placements</i>	No EEF research	1,2,3

**Total budgeted cost: £182,555**

## Part B: Review of outcomes in the previous academic year

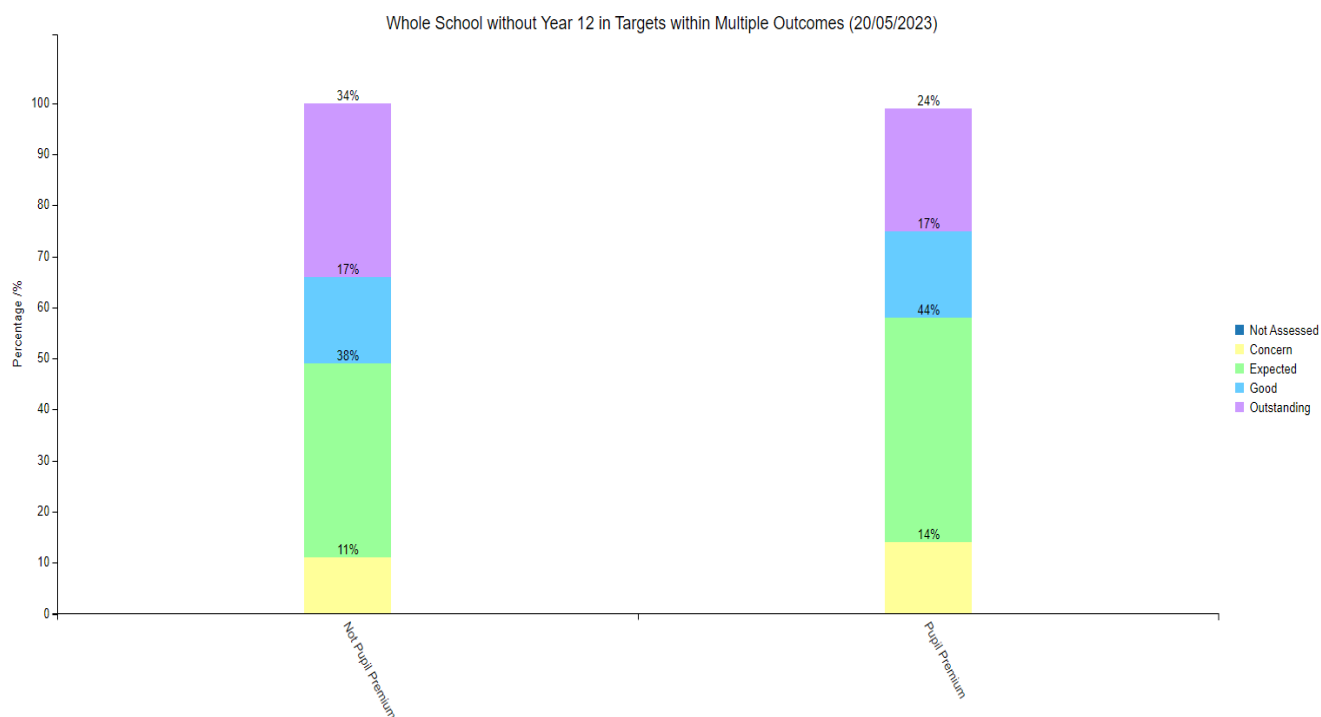
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

*Our internal assessments during 2022/23 continue to show that students who are entitled to pupil premium funding overall continue to make as much progress as their peers. The following bar chart shows the progress banding for all students. The graph shows that there was no significant difference in the progress students who were entitled to pupil premium made in comparison to their peers in the year 2022-2023*

#### Whole School pupil premium analysis

**Using the data for English and Maths only across years 7-11– showing that those pupils entitled to pupil premium are making as much progress as their peers.**



**Whole School pupil premium analysis Year 7 – Year 10 with all subjects and all students – showing that those pupils entitled to pupil premium are making as much progress as their peers.**

