



Oaklands School

"The best for all, the best from all"

Accountability for Pupil Premium and Recovery Premium Funding

Reviewed Sept 2023

Section 1 - The Pupil Premium Funding

The Pupil Premium is a Government initiative that provides additional funding for pupils currently entitled to Free School Meals (FSM) and those that have been entitled to FSM at any point in the last 6 years. The pupil premium is also available to children in care (CiC) who have been continuously looked after for the past 6 months. Pupils who have parents in the armed forces are also entitled to an additional amount of money. Additional funding is also provided for Post Looked After Children (adopted from care). At Oakland's School we will use this additional funding to ensure continued progress and attainment for pupils as identified above. We will strive to ensure our FSM, CiC and service children, 'close the attainment and progress gap' between themselves and Non- FSM, CiC and service pupils.

The Pupil Premium in financial year 2018-19 was an additional £935 for each eligible FSM pupil, £2,300 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£84,150**.

The Pupil Premium in financial year 2019-20 was an additional £935 for each eligible FSM pupil, £2,300 for Post Looked After Children (adopted from care) pupils, £300 for service children. Total allocation is **£90,975**.

The Pupil Premium in financial year 2020-21 was an additional £955 for each eligible FSM pupil, £2,345 for Post Looked After Children (adopted from care) pupils, £310 for service children. Total allocation is **£95,300**.

The Pupil Premium in financial year 2021-22 was an additional £955 for each eligible FSM pupil, £2,345 for Post Looked After Children (adopted from care) pupils, £310 for service children. Total allocation is **£83,365**.

The Pupil Premium in financial year 2022-23 was an additional £985 for each eligible FSM pupil, £2,410 for Post Looked After Children (adopted from care) pupils, £320 for service children. Total allocation is **£86,700**.

The Pupil Premium in financial year 2023-24 is expected to be an additional £1,035 for each eligible FSM pupil, £2,530 for Post Looked After Children (adopted from care) pupils, £335 for service children. Total allocation is **£92,575**.

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*

Provision

At Oakland's School we are committed to providing effective resources, strategies and support to improve the academic outcomes for disadvantaged pupils.

In order to improve the outcomes the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils entitled to the pupil premium.

We aim to secure the highest possible attainment for every pupil. In order to achieve this our practice is focused on closing all gaps that may occur between disadvantaged children and others. Our aspirations are high for all our pupils. In order to improve their employability and realise their ambitions we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes. We ensure that teaching, learning and progression opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure that the Pupil Premium funding is used to support any pupil or groups of pupils the school has legitimately identified as being 'disadvantaged'. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

The range of provision may include:

- Additional staffing to facilitate pupils access to education and the curriculum including alternative curriculum support and interventions
- Additional teaching and learning opportunities

- Purchase of ICT - I-pads/whiteboards using different technologies to support learning
- Funding for Rewards/Snack Programme
- Residential and Educational Trips, visits and wider school activities
- Individual packages of support for emotional wellbeing including additional Counselling time
- Vocational activities including motivational work placements

Reporting

A report to the Governing Body to include:

- The progress and attainment of pupils entitled to the pupil premium and progress made towards 'closing any gap(s).'
- An outline of the provision and approximate cost for the academic year.
- An evaluation of the provision and the impact upon progress, attainment and other measurable outcomes such as improvements in attendance and behaviour.

Oakland's School - Use of Pupil Premium 2023/24

Number on whole school roll (NOR): 167 (as of September 2023)

Age range: 11-17

% of pupil premium pupils 46.1%% (77 students FSM Ever 6)

Pupil Premium Funding for 2023/24: is estimated at £95,575

Last Year - An Overview of Pupil Premium for 2022/23

The school uses a Toolkit for Pupil Premium that is designed to give an outline of the programmes we have in place to diminish the differences and the intended impact of the programmes. The toolkit also considers the impact we get from an initiative alongside the bank of research provided by the Educational Endowment Foundation (EEF). It is important to note that the initiatives and interventions outlined in the toolkit are very specific to the contexts of Oaklands School. We believe that the primary intervention to diminishing the difference is outstanding teaching and you will see that our toolkit supports this.

We believe that this toolkit will provide the strategies to address the needs of our unique pupils in these three areas.

Category of spend for 2022/23

A Tiered Approach to Pupil Premium Spending - can help schools to balance approaches to improving teaching, targeted academic support and wider strategies

1. High Quality Teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

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Areas of Spend inc,

Professional development, recruitment and retention and support for early career teachers.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking

structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

Areas of Spend inc,

Structured interventions, small group tuition, one-to-one support

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Areas of Spend inc,

Behaviour approaches, increasing attendance

Allocation spend 2022/23

Due to the challenge of the pandemic, many parts of the activities/initiatives mentioned in the table below could not be delivered as planned. Therefore, in the Actual Impact column, an overview of successes and challenges are detailed.
(Target funding = identified areas of spend for post looked after children)

Activity	EEF Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding	Target funding	Projected Impact	Actual Impact
Professional development	Spending on improving teaching might include professional development, training and support for early career teachers			1	1,390		Improved teaching	Attainment and progress was successful at a whole school level. Teaching was effective when observed through learning

								and walks and lesson observations. All year 11 and 12 leavers were successful in transitioning to their next level of education.
Support Staff/Interventions/ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing 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.	TB, RF	Bespoke ELSA sessions for individuals and/or small groups (depending on need and requirement). ELSA lessons will also be taught to form groups as part of the curriculum.	2	33,185	2000	<p>For pupils to become emotionally healthy and to be prepared to fully access learning.</p> <p>To help pupils develop social skills and coping strategies (for anxieties) to effectively engage in learning.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p>	<p>ELSA support was provided throughout the year, including despite staffing challenges.</p> <p>ELSA/Well-being resources were provided for pupils to have at home.</p> <p>ELSA was effectively delivered in the KS3 curriculum.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p> <p>Attainment and progress was successful at a whole school level.</p>
Family Support Worker/parental engagement	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children 	TB, EB	To support parents/carers and families to provide the required nurture and care for their children. To positively engage with parents/carers to share key information and to provide relevant	2	25,000	2,000	<p>Positive attendance for the whole school and identified individuals.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p> <p>Positive feedback from parents/carers</p>	<p>Attainment and progress was successful at a whole school level.</p> <p>Positive feedback from parents has been received.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p>

	<ul style="list-style-type: none"> the involvement of parents in their children's learning activities more intensive programmes for families in crisis. 		guidance and support				<p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>	Improvement in pupil behaviour was evident when the FSW provided support.
Additional Counselling intervention	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).	TB, EB	Individual packages of support for emotional wellbeing are available.	3	6,000	6,000	<p>For pupils self-esteem and social wellbeing to have a positive effect on their school and home life. To improve their attainment, behaviour and attendance.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>	<p>Individual support and guidance provided.</p> <p>Identified student positively engaged with the counsellor.</p> <p>Positive learning attainment and progress for identified students.</p>
Wellbeing/Mental Health Support	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	JK, MC	Number of interventions to support staff and pupils wellbeing (e.g. wellbeing week, breakfast support, school target focus)	3	2,000		<p>Attainment and progress was successful at a whole school level.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>	<p>Attainment and progress was successful at a whole school level.</p> <p>Positive feedback from parents has been received.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p>
Trips/ Visits/ Extra Curricular	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.	All Staff	To financially assist pupils to access away from home experiences offering a range of challenging activities	3	6,000	2,000	<p>To enhance and enrich pupils' experiences of the world around them by providing residential and day trips, not just in their local community.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p>	<p>Enrichment of pupils' experiences of the world around (cultural capital).</p> <p>Pupils further develop their independence, literacy, communication and opportunities to learn outside the classroom. Including residential trips (Conwy, Redridge, camping).</p>

							<p>Positive feedback from parents/carers</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>	<p>Attainment and progress was successful at a whole school level.</p> <p>Positive feedback from parents has been received.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p>
Rewards/ Snack Programme	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	PLS	Daily snack programme (fruit available) to ensure pupils are not hungry (i.e. ready to learn)	3	4,480		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance	<p>Attainment and progress was successful at a whole school level.</p> <p>Positive behaviour and engagement In lessons as students are ready to learn.</p>
Rewards Programme half termly Rewards activities	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	NOY	Weekly, half termly and termly reward activities. Recognition in weekly celebration assemblies.	3	3,695		<p>To improve engagement in lessons and also improve attainment, behaviour for learning and attendance. Successful pupil outcomes.</p> <p>Positive learning attainment and progress</p>	<p>Pupils have been rewarded for good attendance and behaviour in line with the behaviour for learning policy.</p> <p>Positive trend of behaviour, attendance and pupil outcomes.</p>
Resources	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).	TB, RF	Study/Chill out room - ELSA	2	1,390	825	To enable an area for pupils self-esteem and social wellbeing to have a positive effect on their school and home life.	A positive effect on pupils self-esteem and social wellbeing (on their school and home life).
Motivational Work Placements	No EEF research	KR	Introduction of Vocational activities including motivational work placements	3	3,560		To improve pupil behaviour and attainment and experiences for a targeted set of pupils. To give targeted pupils a focus for when they leave Oakland's.	<p>Positive impact on pupil self-esteem and social wellbeing.</p> <p>Positive trend of behaviour, attendance and pupil outcomes.</p>

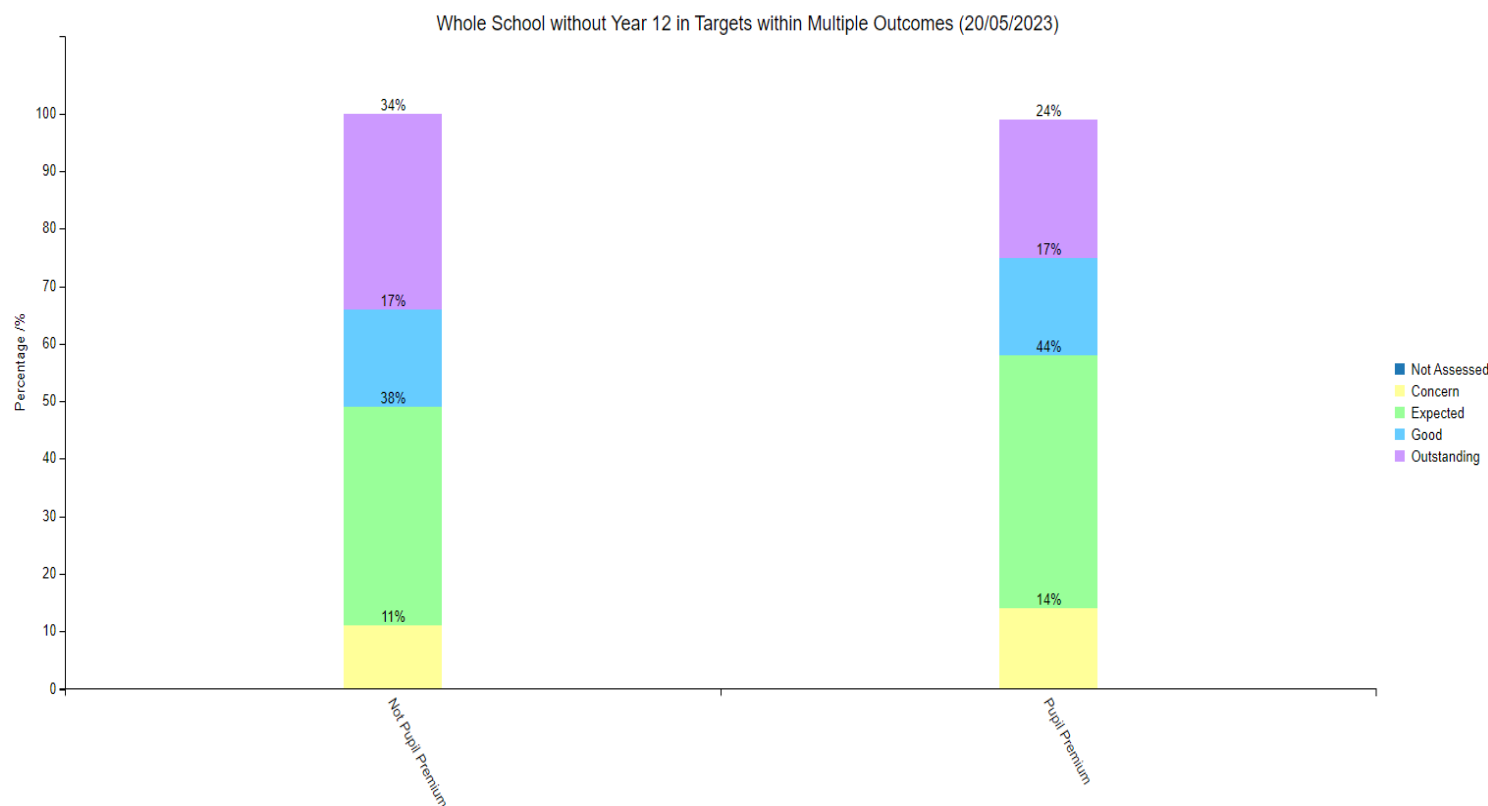
							Positive learning attainment and progress	
			Total		£86,700	12,825		

Student Progress

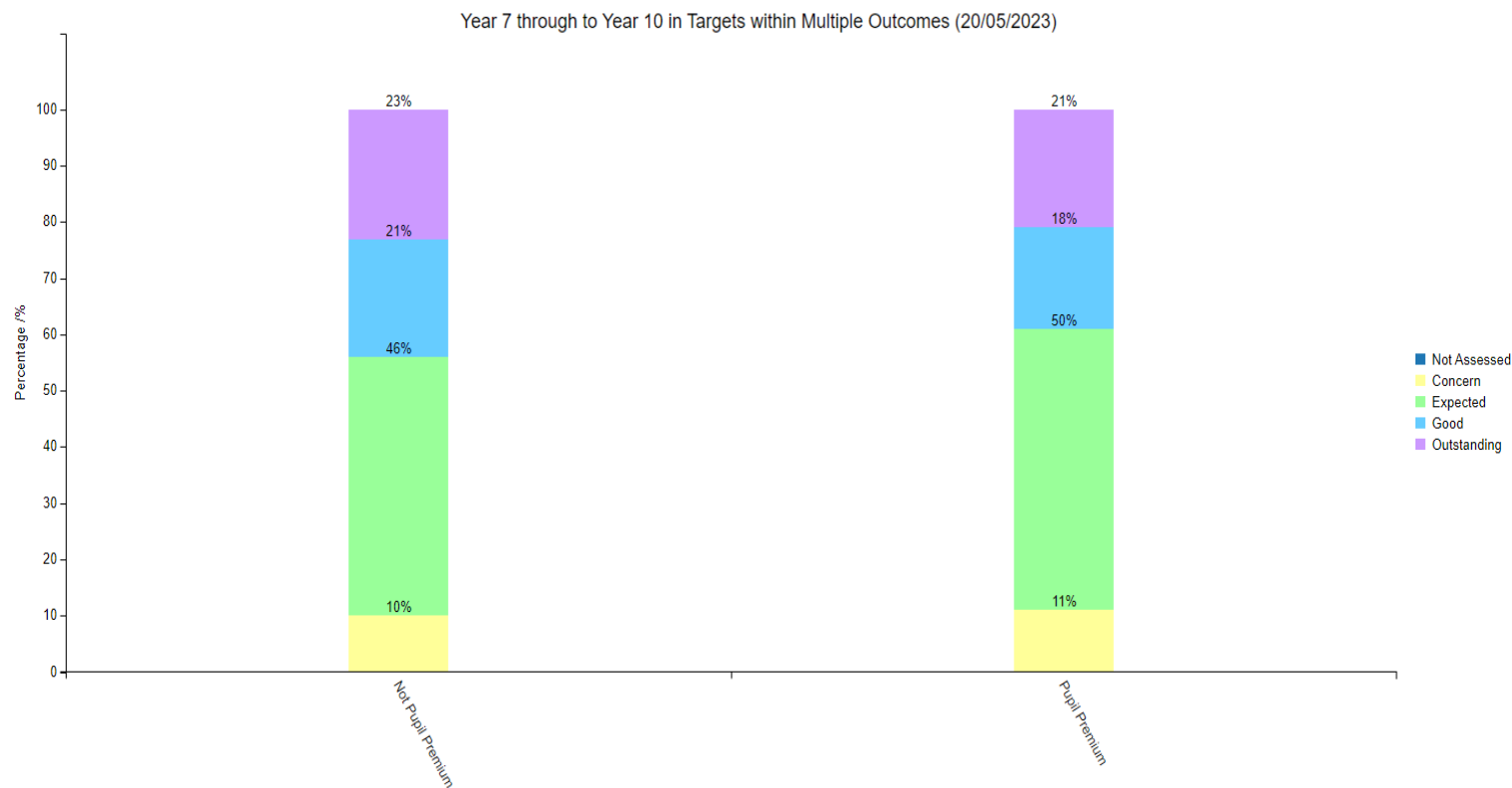
Our internal assessments during 2022/23 continue to show that students who are entitled to pupil premium funding overall continue to make as much progress as their peers. The following bar chart shows the progress banding for all students. The graph shows that there was no significant difference in the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



Overview of Pupil Premium – 2023/24

Projected allocation spend 2023/24

Activity	EEF Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding	Target funding	Projected Impact
Professional development	Spending on improving teaching might include professional development, training and support for early career teachers	NOY/SLT	Staff receive effective CPD opportunities to ensure student	1	1,390		Improved teaching to ensure student outcomes and progress is highly effective.

			outcomes and progress is highly effective.				
Support Staff/Interventions/ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing 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.	TB, RF	Bespoke ELSA sessions for individuals and/or small groups (depending on need and requirement). ELSA lessons will also be taught to form groups as part of the curriculum.	2	37,520	2000	<p>For pupils to become emotionally healthy and to be prepared to fully access learning.</p> <p>To help pupils develop social skills and coping strategies (for anxieties) to effectively engage in learning.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p>
Family Support Worker/parental engagement	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children the involvement of parents in their children's learning activities more intensive programmes for families in crisis. 	TB, EB	To support parents/carers and families to provide the required nurture and care for their children. To positively engage with parents/carers to share key information and to provide relevant guidance and support	2	25,000	2,000	<p>Positive attendance for the whole school and identified individuals.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p> <p>Positive feedback from parents/carers</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>
Counselling intervention	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).	TB, EB	Individual packages of support for emotional wellbeing are available.	3	6,000	6,000	<p>For pupils self-esteem and social wellbeing to have a positive effect on their school and home life. To improve their attainment, behaviour and attendance.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p>

							Positive learning attainment and progress
Wellbeing/Mental Health Support	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	NOY, SLT	Number of interventions to support staff and pupils wellbeing (e.g. wellbeing week, breakfast support, school target focus)	3	2,000		<p>Completion of the award. A positive regard to self and the school (both from staff and pupils).</p> <p>Maintaining high levels of attendance and behaviour.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>
Trips/ Visits/ Extra Curricular	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.	All Staff	To financially assist pupils to access away from home experiences offering a range of challenging activities	3	6,000	2,000	<p>To enhance and enrich pupils' experiences of the world around them by providing residential and day trips, not just in their local community.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p> <p>Positive feedback from parents/carers</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning attainment and progress</p>
Snack Programme	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	NOY	Daily snack programme (fruit available) to ensure pupils are not hungry (i.e. ready to learn)	3	4,480		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance

Rewards Programme half termly Rewards activities	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	NOY	Weekly, half termly and termly reward activities. Recognition in weekly celebration assemblies.	3	3,690		To improve engagement in lessons and also improve attainment, behaviour for learning and attendance. Successful pupil outcomes. Positive learning attainment and progress
Resources	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).	TB, RF	Study/Chill out room - ELSA	2	2,935	825	To enable an area for pupils self-esteem and social wellbeing to have a positive effect on their school and home life.
Motivational Work Placements	No EEF research	KR	Introduction of Vocational activities including motivational work placements	3	3,560		To improve pupil behaviour and attainment and experiences for a targeted set of pupils. To give targeted pupils a focus for when they leave Oakland's. Positive learning attainment and progress
			Total		£92,575	12,825	

Category of spend for 2023/24

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1. High Quality Teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

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Areas of Spend inc,

Professional development, recruitment and retention and support for early career teachers.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

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Structured interventions, small group tuition, one-to-one support

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Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Areas of Spend inc,
Behaviour approaches, increasing attendance

Section 2 - The Recovery Premium Funding

In addition to The Pupil Premium Funding, In February 2021, the government announced a package of funding to support education recovery. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The Academic year 2022 -2023 continued to require an additional recovery focus on the Curriculum areas of P.E. Art and Music as non-specialist teachers delivered these during the year group pod system of 2020 - 2021.

Therefore between April 2023 & August 2023 the system which was already in place continued as below:

1. Employed a teacher on a temporary full-time contract plus supply as required to:
 - Support the specialist teachers in P.E., Music and Art, and the Teaching Assistants. The additional staffing facilitated a lower teacher-pupil ratio and focused interventions on supporting pupils to make required progress towards their expected targets.
2. Employed an additional Teaching Assistant on a temporary contract plus supply as required to:
 - Provide additional levels of support in the core subjects of English and mathematics by releasing appropriate school staff to support targeted intervention for Pupil Premium students who have identified gaps in their learning.

Due to the funding increasing for the Academic year 2023 -2024 £89,980 it enabled us to re-evaluate what was required to help the pupils in our school. It was agreed that the curriculum areas to now focus on would be English, Mathematics, Life Skills and pupil wellbeing. This has been facilitated as follows.

- English specialist teacher (TC)
 - Literacy is one of the greatest barriers that our students face. By employing an additional specialist English teacher we are able to support a timetable in Key Stage 3 that gives 32% teaching time to English. This will enable a greater number of students to make sustained progress in English.

- Life Skills Teacher (HP)
 - i. We have employed an additional member of staff to deliver the life skills and part of the design and technology curriculum. Life skills, preparing for adulthood and independence are an important part of our curriculum.
 - ii. By utilising this member of staff in this way it enables us to strengthen the English and Mathematics team. Teachers who are delivering English and Mathematics are the specialist teachers for these areas and therefore enable the most progression.
- Supply Teaching Assistant
 - i. An additional teaching assistant has enabled us to provide the necessary learning structure for our students.