

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Oaks Secondary School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	191/337 56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	9 th November 2021
Date on which it will be reviewed	22nd July 2022
Statement authorised by	Mr Martyn Twedde
Pupil premium lead	Mrs Kayleigh Myers
Governor / Trustee lead	Mrs Margaret Farrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 138,475
Recovery premium funding allocation this academic year	£ 30,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Spend	£128,325

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students 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 students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for students that have been worst affected, including non-disadvantaged students.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
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1	Our assessments show that disadvantaged students generally make expected progress from their starting points when entering school. We would like them to make good or outstanding progress. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary. This trend is most recognisable in maths, reading and writing outcomes.
2	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal skills, e.g. emotional resilience independence skills, attendance
3	Our assessments, observations and discussions with pupils show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. (SALT)
4	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.
5	Many students require OT support to enable them to access the curriculum, achieve and manage behaviour. There are long waiting lists for targeted support.

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
1. Improved attainment for disadvantaged students in all subjects, notably maths, reading and writing, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25. An increase in the number of disadvantaged students entered for GCSE subjects, particularly maths.
2 Disadvantaged students have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with students and their families. PFA Outcomes and Targets EHCP Review Process
3 Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes. Through achievement of Mable Outcomes.

	From Spoken Language Progression Assessments.
<p>4 Disadvantaged students will access resources and opportunities to promote cultural capital.</p> <p>Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged students will access one of the following:</p> <ul style="list-style-type: none"> • Funding school trips • Investing in technology to help children learn e.g. tablets • Funding language classes • Providing music lessons • A nutritionist for children to learn about healthy eating, breakfast clubs etc <p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p>
<p>5 Students can use a range of occupational therapy systems to aid their sensory development, regulate sensory needs and access education fully.</p> <p>Promote students fine and gross motor skills which will have a positive impact on their learning.</p>	<p>All students who have been referred will have assessments and programmes created by Future Steps. Each students will follow an OT programme as part of their timetable.</p>

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on RWI and Literacy programmes such as Lexia and Accelerated Reader</i>	<p>Secondary national curriculum (publishing.service.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes</p> <p>Reading comprehension strategies are high impact for moderate cost (on average +6 months). Alongside phonics, it is a crucial component of early reading instruction. Although the main focus is on reading, comprehension strategies have been successfully used in a number of curriculum subjects where it is important to be able to read and understand text, allowing for greater impact on overall attainment.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p>	1
<i>Key staff to undertake additional maths courses to increase subject knowledge</i>	<p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p>	1
<i>MITA Training for all school staff</i>	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.	1

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

Budgeted cost: £ 79,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA Intervention</i>	<p>The EEF guidance documents ‘Improving Literacy and Numeracy in Secondary Schools’ identify the value of high-quality structured interventions to help pupils who are struggling.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The additional capacity provided by the HLTA allows for such interventions to be led by them or by class teachers while the HLTA leads the class.</p> <p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p>	1
<i>SALT Programmes for Individuals (MABLE and referrals from Speech and Language)</i>	<p>Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk)</p> <p>Children whose skills develop more slowly than those of their peers are less likely to be ‘ready for school’ and may have difficulties with several different aspects of their development(29), including their ability to make friendships and gain peer acceptance at school(30). 3. Early identification and intervention: early identification and support for those children identified as at risk, or falling behind with their SLC(20</p>	3
<i>HLTA Occupational Therapy Support</i>	<p>PLD report A4 6pp -final report.pdf</p> <p>In order for people with learning disabilities to have a good quality of life and for services to be able to meet demand, there needs to be more focus on early intervention, prevention and management,</p>	5

	at a universal, targeted and specialist level of health and social care.	
<i>GCSE Maths Booster Group</i>	The EEF guidance documents 'Improving Literacy and Numeracy in Secondary Schools' identify the value of high-quality structured interventions to help pupils who are struggling. Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	1
<i>Service agreement with Future Steps Occupational Therapy</i>	PLD report A4 6pp -final report.pdf In order for people with learning disabilities to have a good quality of life and for services to be able to meet demand, there needs to be more focus on early intervention, prevention and management, at a universal, targeted and specialist level of health and social care.	5
<i>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</i>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The small group environment allows for extensive practice, supported by effective feedback ('Improving Literacy and Numeracy in Key Stage 2', EEF)	1

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

Budgeted cost: £ 38,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group music sessions for ASD and PMLD classes</i>	Evidence suggests that there is intrinsic value in ensuring that disadvantaged pupils have access to a rich and stimulating arts education. Impact can	4

	be seen in children's attitude to learning and increased wellbeing.	
<i>HLTA Attendance and Parental Liason</i>	Pupils have to be in school and able to pay attention before they can access learning. HLTA Attendance involvement with families can help schools to better understand the reasons behind children's persistent absence and to offer support to the family with a view to improving attendance and avoiding punitive fines.	2
Provision of Breakfast Club daily	The gov.uk report 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation' (2017) reports benefits to children's health and wellbeing, including supporting relationship building, as well as improvements to their engagement in learning.	1,2,3,4
To book Friday morning sessions for Year 10 and 11 students to attend College.	We want to continue to offer support, guidance and opportunities for pupils entitled to pupil premium. This is so students attend the correct course which will give them the best outcome for their future.	4

Total budgeted cost: £ 128,325

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 2021 to 2022 academic year.

See published impact document using old paperwork. (On School Website)

