



All of our pupils are important to us whether they are in receipt of Pupil Premium funding or not. Our assessment data over time has consistently shown that irrespective of disability, ethnicity, sex or deprivation, all of our children make at least expected progress because we have very high aspirations and set challenging targets for all.

We want to take advantage of every opportunity to broaden our curriculum, to enrich our approaches, to celebrate our talents, to nurture and set our children on the right pathways for future learning. We want our children to have skills for life, to learn how to learn, to develop their own voice, and to use their own voice. We want them to become confident contributors to society, to be valued, respected and accepted, to be listened to and understood. Therefore we have carefully considered how best to use our Pupil Premium funding to ensure that we create an appropriate learning environment and increase our pupils' achievement, ensure that our children are healthy, fit and 'well rounded' individuals, ensure that the latest technologies are employed to enable our pupils to access the curriculum and express themselves, ensure our pupils have the confidence and necessary skills to engage socially in a range of contexts and ensure that we raise our children's aspirations and show them the world we live in through residential and out of school experiences.

Likewise, we are consciously working with our staff and parents to ensure we have the most skilled workforce through CPD and parental workshops and support.

The school has been allocated Pupil Premium funding according to how many learners have Free School Meals including Ever 6, or the children of service personnel. The income for 2019-2020 is £115,940.

Total pupils who attract Pupil Premium: 124

18 Pupils who are looked after by the Local Authority have an individual Personal Education Plan.

All pupils at The Oaks have an Education Health and Care Plan. Pupils have a wide range of barriers to their learning including moderate, severe and profound and multiple learning difficulties, communication and interaction difficulties, behavioral difficulties and physical difficulties.

The plan will be reviewed in September 2020.

## Pupil premium strategy statement

1. Summary information					
<b>School</b>	The Oaks Secondary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£115,940	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	288	<b>Number of pupils eligible for PP</b>	124	<b>Date for next internal review of this strategy</b>	December 2019/ April 2020/ July 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	97	94
<b>% making progress in reading</b>	95	90
<b>% making progress in writing</b>	96	94
<b>% making progress in maths</b>	99	98

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<b>84% of students taking part in Horticulture are entitled to pupil premium. Lack of resources needed to complete Horticulture Accreditation for students entitled to pupil premium for example appropriate clothing, footwear and specialist outdoor equipment</b>	
<b>B.</b>	<b>Reading 95% of pupils made good or outstanding progress equal to last year's data, we want to increase this during this academic year.</b>	
<b>C.</b>	<b>Lack of opportunities for pupils entitled to pupil premium to complete additional work in Maths and English outside of timetabled lessons.</b>	
<b>D.</b>	<b>69% of the requests for Listening matters are students entitled to pupil premium. There is a waiting list for this service.</b>	
<b>E.</b>	<b>There are long waiting lists for targeted support.</b>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	<b>Persistent absenteeism from pupils who are entitled to pupil premium. Last year 56% of the persistent absentees were disadvantaged this year it is 52%. This improvement can be attributed to funding for a higher level teaching assistant (HLTA) who has targeted and supported children and families who find it challenging to attend school regularly. We want to continue funding this position to enable this figure to continue reducing.</b>	
<b>G.</b>	<b>There are long waiting lists for targeted support for areas of emotional and mental health.</b>	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For students to achieve a Horticulture Award. To increase self-esteem, confidence and leadership skills. This will be measured by the number of students who achieve Accreditation who are entitled to pupil premium.	Students must complete the specified units in Horticulture. Students will gain Horticulture Accreditation
<b>B.</b>	100% of students entitled to pupil premium will make good or outstanding progress in reading. This will be measured using caspa/progression data and analysed at the end of an academic year.	All students entitled to pupil premium will all attain good or outstanding progress in academic year 2019-2020.
<b>C.</b>	Percentage of pupil premium students making good or outstanding progress in English and Maths in KS3 and KS4 will increase. This will be measured using caspa/progression data and analysed at the end of an academic year.	All students entitled to pupil premium will all attain good or outstanding progress in academic year 2019-2020.
<b>D.</b>	Support for social and emotional wellbeing to improve engagement with learning.	Early intervention identified for students so targeted support is provided. Pupil premium pupils to have access to specialist services, including listening matters, to enhance engagement and improve learning. Fewer behaviour incidents recorded for these pupils on the school system.
<b>E and G</b>	Pupil premium students needing intervention will have access to extra sessions in maths, English, communication, social skills and emotional/behavioural support. This will be measured using caspa/progression data and analysed at the end of an academic year.	All pupil premium students identified as needing intervention in curriculum and non-curriculum areas will be given extra timetabled sessions in small groups. Their EHCP and

		progression targets will be monitored and recorded to show progress.
F.	The number of pupil premium students with persistent absenteeism will decrease. The progress of these students will increase due to raised attendance.	Pupil premium persistent absenteeism will improve as well as progress for individual students.

5. Planned expenditure					
Academic year		2019-2020			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths	To create a budget to update laptops and replace valuable ICT Equipment.	A survey showed Pupil premium students don't have regular access to computers and software to enable them to progress with learning and to complete work outside of school. Be purchasing these laptops students can access programmes like their peers in lessons and after school clubs/ break clubs. At present all students in a class would not have access to technological equipment in their maths lessons.	Monitoring of progress using a variety of maths software e.g. conquer maths and manga high. Assessment of data for pupil premium students in maths on a termly basis. Regular meetings with staff in maths department regarding the progress of pupil premium students.	LE, EL, LG	December 2019 <b>£5000</b>

<p>Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths</p>	<p>Purchase additional licenses for Conquer maths so students can complete work both in and out of school.</p>	<p>A survey showed Pupil premium students don't have regular access to computers and software to enable them to progress with learning and to complete work outside of school. Be purchasing these laptops students can access programmes like their peers in lessons and after school club's/ break clubs. At present all students in a class would not have access to technological equipment in their maths lessons. Conquer maths enables students to track their own progress and to complete maths work at home which teachers can monitor.</p>	<p>Monitoring of progress using the conquer maths software. Certificates achieved when student's complete particular modules to a high standard. Assessment of data for pupil premium students in maths on a termly basis. Regular meetings with staff in maths department regarding the progress of pupil premium students.</p>	<p>LE, EL, LG</p>	<p>December 2019 <b>£500</b></p>
<p>All students entitled to pupil premium will move on to an appropriate course post the Oaks.</p>	<p>To book Friday morning sessions for Year 10 and 11 students to attend College.</p>	<p><b>DESTINATION DATE LEAVERS 2017</b></p>  <p>The above table shows the percentage of students who went on the different destinations after the Oaks. 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.</p>	<p>Record attendance of students attending college to ensure all students entitled to pupil premium have as many opportunities to examine possible destinations after the Oaks.</p> <p>Liaise with parents and carers to involve them in choosing appropriate destinations and assist with giving information and provide support.</p> <p>Analyse percentage of pupil premium students attending different educational settings and monitor their first year of attendance.</p>	<p>LD, RD</p>	<p>December 2019 <b>£10750</b></p>

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in reading.	To increase the licence for Accelerated Reader.	Reading 95% of pupils made good or outstanding progress a (-5%) drop from last year's data.	Regular analysis of accelerated reader data relating to the progress of students entitled to pupil premium. Caspa assessment data will be analysed to show increase in number of students making good or outstanding progress in reading.	FT, CH, SS	December 2019 £2195
<b>Total budgeted cost</b>					<b>£18445</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English	To continue to employ an HLTA for intervention.	87.5% of students who didn't make good or outstanding progress at the end of academic year 2016 improved and achieved good or outstanding progress in 2018 due to the access to intervention.	Analysis of caspa data termly to determine timetable and groups. Pupil premium students given intervention in specific areas to enable them to make accelerated progress. Termly and yearly analysis of students' progress to prove benefit of intervention.	KM/GS	December 2019 £25838
To continue to improve the attendance of students entitled to pupil premium. To reduce to percentage of persistent absenteeism. To improve the progress of persistent absentees.	HLTA for attendance	Last year 56% of the persistent absentees were disadvantaged this year it is 52%. This improvement can be attributed to funding for a higher level teaching assistant (HLTA) who has targeted and supported children and families who find it challenging to attend school regularly. The attainment/progress of these students will improve.	Liaison between attendance HLTA and parents/carers to improve attendance. Termly analysis of persistent absenteeism and strategies put in place. Monitoring by deputy head teacher with responsibility for monitoring attendance.	HC/AE	December 2019 £25838

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English working at higher levels to keep on track to gain GCSE accreditation in Year 11.	Gifted and Talented lessons in Maths and English	Data showed a large percentage of students entitled to pupil premium were achieving high levels in maths and English. Additional lessons per week have been established to enable these students to achieve to the highest standard when in year 11.	Weekly sessions which will be assessed independently to measure impact. Students will be entered for GCSE accreditation in year 10 and 11. Students will leave school with highest qualification.	CH, TR	December 2019 £4172
To be able to meet the emotional needs of all students entitled to pupil premium by giving them access to a term of listening matters support. To improve attainment and behaviour.	Listening Matters Programme	71% of students on the waiting list for listening matters are entitled to pupil premium. Most of these students have challenging behaviour and social and emotional difficulties.	Analysis of impact over 6-8-week course. Improvement in behaviour. Emotional scores improvement. Staff will be briefed on best outcomes and trained to assess impact.	DT, KG, RG, DD	December 2019 £3463
To offer additional outdoor activities during unstructured times of the day.	Outdoor Gym Equipment	A high percentage of our students struggle during unstructured times of the day. Behaviour incidences occur a lot during break and lunch times. By having this outdoor gym students will have another area to go to and to complete positive exercises. This will also improve and promote Healthy Lifestyles.	MT to request quotes Purchase equipment and install at school Staff the area and monitor impact Register for targeted students	MT	January 2020 £20,000
To offer personalised timetable to specific groups of pupil premium students in music therapy.	Music Therapy programme set up in school	Half of our PMLD students are entitled to pupil premium and through recent staff training it was felt this would be an excellent addition to the timetable.	EL to attend training. EL to order music equipment. Timetable to be adapted to include music therapy.	EL	December 2019 £4000
<b>Total budgeted cost</b>					<b>£83,311</b>
<b>iii. Other approaches</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide students who are entitled to pupil premium with necessary specialist equipment to complete Horticulture Accreditation	To purchase equipment for the Horticulture Group	Of the students taking part in this accreditation route 84% are entitled to pupil premium and will need specialist equipment for example, footwear, water proof clothing, specialist equipment	Liaise with MB Regular update regarding pupil progress. Questionnaire to students, parents and carers for feedback.	MB	December 2019  £5000
To provide students with a nutritious breakfast at the start of each school day. To improve student concentration and behaviour.	Breakfast club	When completing a questionnaire on regular visitors to previous breakfast club it was clear that 89% of students who are entitled to pupil premium were not getting breakfast at home, therefore coming into school hungry having an impact on their concentration.	Regular review of impact of breakfast club. Regular questionnaires. Case study of specific students to measure impact.	DT	December 2019 £500
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in reading.	To purchase a bank of books for disengaged readers focusing on their areas of interest.	Reading 95%of pupils made good or outstanding progress equal to last year's data.	Small group chosen and set up with English teacher SS. Regular analysis of accelerated reader data relating to the progress of students entitled to pupil premium. Caspas assessment data will be analysed to show increase in number of students making good or outstanding progress in reading.	FT, CH, SS	December 2019 £500
To improve individual behaviour of students entitled to pupil premium.	Behaviour rewards and individual targets to meet.	72% of students who display regular challenging behaviour are entitled to pupil premium.	Case studies produced to show impact. Analysis of behaviour data. Close monitoring by DT. Overall plan set by DT with targets for specific students which will be shared with whole school staff.	DT	December 2019 £1000
<b>Total budgeted cost</b>					£7000

6. Review of expenditure				
Academic Year 2019-2020		Total Spend £108,756		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths	To create a budget to update laptops and replace valuable ICT Equipment.	Awaiting data, very difficult to show due to missed learning.	This is an approach we will use again when laptops need updating in future year or if class sizes increase.	December 2019 <b>£5000</b>
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths	Purchase additional licenses for Conquer maths so students can complete work both in and out of school.	Awaiting data, very difficult to show due to missed learning.	We will continue with this approach in the next academic year.	December 2019 <b>£500</b>
All students entitled to pupil premium will move on to an appropriate course post the Oaks.	To book Friday morning sessions for Year 10 and 11 students to attend College.	All students moved on to post 16 destinations. No NEETs.	We will continue with this approach in the next academic year.	December 2019 <b>£10750</b>
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in reading.	To increase the licence for Accelerated Reader.	S Swales checked the data from the last reading assessments in January to the latest results. The majority of children have increased their reading ages over lockdown and engaged with home learning and completed the recommended time each week on Lexia.	We will continue with this approach in the next academic year.	December 2019 <b>£2195</b>
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in maths and English	HLTA for Intervention	Awaiting data, very difficult to show due to missed learning.	We will continue with this approach in the next academic year.	December 2019 £25838
To continue to improve the attendance of students entitled to pupil premium. To reduce to percentage of persistent absenteeism. To improve the progress of persistent absentees.	HLTA for attendance	Awaiting data, very difficult to show due to missed learning.	We will continue with this approach in the next academic year.	December 2019 £25838
Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in Maths and English working at higher levels to keep on track to gain GCSE accreditation in Year 11.	Gifted and Talented lessons in Maths and English	Maths 11 (1-4) GCSE grades English Language 17 (1-8) GCSE Grades English Literature 6 (2-6) GCSE Grades	We will continue with this approach in the next academic year.	December 2019 £4172
To be able to meet the emotional needs of all students entitled to pupil premium by giving them access to a term of listening matters support. To	Listening Matters Programme	See separate report provided by Debbie Turnbull HLTA.	We will continue with this approach in the next academic year.	December 2019 £3463

To offer additional outdoor activities during unstructured times of the day.	Outdoor Gym Equipment	Purchased and was being used regularly until lockdown. Students can't use this at the moment due to Covid restrictions.	We will continue with this approach in the next academic year.	January 2020 £20,000
To offer personalised timetable to specific groups of pupil premium students in music therapy.	Music Therapy programme set up in school	Music therapy was set up and timetable devised however had to be postponed after lockdown and has not recommenced due to bubbles.	We will continue with this approach in the next academic year.	December 2019 £4000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To provide students who are entitled to pupil premium with necessary specialist equipment to complete Horticulture Accreditation	To purchase equipment for the Horticulture Group	All students were given equipment to use in horticulture and additional support was provided. The success criteria was for all students to pass which they did.	A smaller amount will be costed to this outcome for next year to keep up to date with equipment and replace them.	December 2019 £5000
To provide students with a nutritious breakfast at the start of each school day. To improve student concentration and behaviour.	Breakfast club	Breakfast club has been a popular addition to the school day. There are up to 45 students accessing this service. $\frac{3}{4}$ entitled to pupil premium.	Breakfast club will be provided by an outside agency for the next year. Therefore will be taken off next year's pupil premium plan. Some items will still need funding e.g. milk and butter. With the national breakfast club scheme we are hoping to reach 96 students each morning for breakfast with a focus on students entitled to pupil premium. This breakfast club will happen in the common room. Static classes will access this in their class. A separate room has been set up to provide breakfast.	December 2019 £500

Improved attainment of Key Stage 3 and Key Stage 4 PP pupils in reading.	To purchase a bank of books for disengaged readers focusing on their areas of interest.	S Swales checked the data from the last reading assessments in January to the latest results. The majority of children have increased their reading ages over lockdown and engaged with home learning and	We will continue with this approach in the next academic year.	December 2019 £500
To improve individual behaviour of students entitled to pupil premium.	Behaviour rewards and individual targets to meet.	4 awards were given at the end of the year for the most improved behaviour and both were entitled to pupil premium. On reward days students have the opportunity to earn half a day back	We will continue with this approach in the next academic year.	December 2019 £1000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

**This analysis of impact this year has been incredibly difficult due to the Covid 19 lockdown.**

**Students have been absent for almost six months making it impossible to measure the impact of each intervention successfully.**

**Staff are still working on baseline assessments to determine current levels and need for intervention post lockdown.**