

Pupil premium strategy statement - 2021-22 ANNUAL IMPACT REVIEW

1. Summary information					
School	The Oaks Secondary School				
Academic Year	2021-2022	Total PP budget	£128,325	Date of most recent PP Review	Dec 2021
Total number of pupils	337	Number of pupils eligible for PP	191/337 56%	Date for next internal review of this strategy	Oct 2022

2. Challenges to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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.

External barriers *(issues which also require action outside school, such as low attendance rates)*

1	Covid has continued to impact on disadvantaged pupils' attendance
2	There remains waiting lists for occupational therapy

3. Intended outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.
4	Disadvantaged students will access resources and opportunities to promote cultural capital. Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged students will access one of the following: <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 All disadvantaged pupils are able to access high quality work experience and careers mentoring.
5	Students can use a range of occupational therapy systems to aid their sensory development, regulate sensory needs and access education fully. Promote students fine and gross motor skills which will have a positive impact on their learning.	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.

4. Planned expenditure	
Academic year	2021-2022

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 including curriculum offer

Desired outcome 1	Chosen action / approach	What is the evidence and rationale for this choice?
Improved attainment for disadvantaged students in all subjects, notably maths, reading and writing, relative to their starting points as identified through baseline assessments.	Whole staff training on RWI and Literacy programmes such as Lexia and Accelerated Reader	Secondary national curriculum (publishing.service.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes 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. 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
	Key staff to undertake additional maths courses to increase subject knowledge	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:
	GCSE Maths Booster Group	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)
	MITA Training for all school staff	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.
	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.	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)
	HTLA intervention	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)

		<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) 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>
--	--	---

<p>Review of Desired Outcome 1: October 2022</p>

Success Criteria (as identified in 2021 – 2022 Pupil Premium Strategy Statement):

- 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.

<p>Approach</p>	<p>Review/Commentary on Impact (as of October 2022)</p>
------------------------	--

<p>RWI and Literacy</p>	<p>Read Write Inc Audit</p> <p>During the early part of the 2021/2022 academic year SLT and subject leads decided use funding to bring in external specialist support from a Read Write Inc (RWI) specialist. The RWI specialist assisted leaders in carrying out a whole school audit/review on the quality of RWI lessons and the integration of RWI techniques/support strategies across the whole curriculum offer. The comprehensive audit lasted several days during which the RWI representative worked with SLT and subject leads to develop a working strategy/action plan to promote reading outcomes from 2021 onwards.</p> <p>After the audit a whole school assessment was carried out where the majority of pupils were assessed to determine candidacy for additional support through RWI programs/interventions. After the assessments a number of MLD track pupils (including PP pupils) were identified as candidates for additional support through discrete RWI lessons/interventions.</p> <p>Following the assessment pupils across The Oaks were streamed into those following GCSE, Entry Level and MLD level qualifications and those who's development would best be served by following the structured systematic synthetic phonics program such as RWI.</p> <p>All SLD classes are now all following the RWI program and pupils from other tracks (ASC and MLD) are invited to attend the weekly RWI sessions in SLD classrooms (with priority to disadvantaged pupils). In addition, all additional reading interventions offered by The Oaks intervention staff follow the RWI or RWI Fresh Start programs.</p> <p>Following the audit, The Oaks adopted the RWI program as the main mechanism through with The Oaks will provide targeted reading support to pupils who are unable to pursue GCSE, Entry Level or higher-level qualifications. As such, leaders have elected to discontinue programs such as Lexia. GCSE/MLD and Entry Level pupils will continue to access Accelerated Reader, program during reading time.</p> <p>Creation of Reading Leader Role</p> <p>During the Summer term (2021/2022) leaders and subject leads created the role of reading leader. The reading lead (Mrs Dove) now oversees the uptake, utilisation and quality of the RWI /phonics offer at the oaks. Toward the end of the 2021/2022 academic year the reading lead use funding to purchase a range of reading books and resources to bolster the RWI offer at The Oaks.</p> <p>Additional resources have been produced to allow all pupils at The Oaks to access additional support in reading, spelling and comprehension through RWI displays (in every class), RWI home reading books/resources and targeted intervention opportunities (such as the RWI Fresh Start resources).</p>
--------------------------------	---

	<p>Specialist Training</p> <p>The majority of staff present in the 2021/2022 academic Year have now received some form of RWI training. The majority of teaching delivering literacy have now completed some form of external specialist RWI training. A good number of support staff and teaching assistants have also received the external RWI training.</p> <p>In addition to external training, the majority of non-literacy focused staff have now received some in house training on the use of RWI strategies, techniques and resources and how they can be applied to support reading/spelling across the curriculum.</p> <p>Areas of success.</p> <ul style="list-style-type: none"> • Around two thirds of pupils involved in discrete RWI lessons (delivered by SLD personnel) have demonstrated progress consistently through assessment (using RWI termly assessment documents). The improved attainment is evidenced through progression through RWI reading levels. Some pupils have remained in a however, reading lead is confident that assessment data shows all pupils have made some progress in sound recognition and blending abilities. • The SLT, Literacy and Reading leads feel the audit was a great success the areas for improvement have identified key areas where improvement could be made and identified next steps in developing the reading offer at The Oaks. • The reading lead feels the additional RWI reading books/resources have had a positive impact on the improved attainment demonstrated throughout the 2021/2022 academic year. <p>Areas for development -</p> <ul style="list-style-type: none"> • Given the success of the external RWI training, reading leads are hoping to have all staff delivering discreet RWI sessions (teachers and support staff) to have received full two-day external training by 2025. • Reading lead to monitor rollout of uptake on use of RWI resources across curriculum and use of RWI displays/resources and techniques on class. Reading lead to liaise with DT to record the impact of PP funding within RWI offer.
<p>Staff Training</p>	<p>Mr Frew of the Maths department attended external training, paid for through PP funding, on how to best to support pupils through provision of booster groups and targeted intervention from year 10 onwards.</p> <p>Following the training the specialist maths teachers reorganised their teaching schedules to make time for the delivery of targeted booster support. This training benefited the maths department through identification of areas for support in the KS4 cohort. The success of the Booster groups is discussed more comprehensively in the GCSE Maths Booster Group section below.</p>
<p>GCSE Maths Booster Group</p>	<p>Funding was used to provide additional resources and specialist support for Year 11 pupils undertaking their GCSE maths in Summer /2022. This support was offered in addition to the standard Year 11 mathematics curriculum offer and the additional support provided through the National Tutoring Programme (NTP). The successes of the NTP is discussed in greater details in the section below.</p> <p>The GCSE Maths booster group interventions were delivered by existing maths specialists from within the school and followed tailored, assessment informed, intervention programs designed to fill gaps in learning/knowledge.</p> <p>All pupils (PP and otherwise) who engaged with GCSE maths booster groups demonstrated an improved attainment. Maths leads have evidence of improved attainment in the number of pupils achieving higher level qualification than were indicated in December mock examination results.</p>
<p>Engagement with National Tutoring Programme (NTP)</p>	<p>Pupil Premium Funding was used to top up the cost of providing additional staffing to provide 10 plus hours additional tutoring to pupils as part of the 2021/2022 National Tutoring Programme (NTP).</p>

The NTP program was ran by our specialist intervention team (Ms Sands and Mrs Spence). Interventions included a range of intervention activities targeted to address specific learning needs informed by diagnostic assessment. Disadvantaged pupils were given priority in allocation but all pupils identified were able to access support through the NTP.

The majority of interventions were run as small group interventions, one to one in many cases, with individual progress in mind. Attainment was specific to individual learning goals and monitored through individual intervention trackers.

The interventions team advise all pupils enrolled in the NTP program made demonstratable progress, evidenced by the outcomes noted in the individual attainment trackers.

MITA Training for all school staff

All staff have benefited from a range of inhouse MITA raining on the use of metacognitive processes and strategies to enhance learning and improved retention. Staff have already been introduced to a range of strategies that could be employed to:

- Sequence learning so as to ensure foundations for learning are in pace
- Early identification of misconceptions
- Creating opportunities for building understanding and retention through repetition and the revisiting of key concepts
- Making learning intentions clear and articulation of how new learning fits into existing schemas.

Regular MITA training will continue as part of a longer-term focus on metacognition. As the MITA training is ongoing it is not yet possible to confirm, with any specificity, how the MITA training has impacted on pupii attainment. This is an area which SLT and subject leads will continue to monitor and develop until this initiative concludes in 2025.

However, since staff training began, staff feedback on the impact of the MITA strategies in lessons has been positive. The consensus view from teaching staff is that the focus on metacognitive processes within lessons has a positive impact on retention and attainment for pupils.

HTLA intervention

Pupil Premium Funding has been used to contribute to the costs of staffing and resourcing a range of intervention activities, which pupil premium pupils have priority access to. The table below shows some of the interventions offered by the intervention staff:

Type	Interventions offered
Physical	Fine Motor Skills
	Rebound Therapy
	Hydro Therapy
Communication	Mabel Speech and Language (internal)
Cognition and Learning	Reading Fluency Phonics Skills Development English Mathematics
Social and Emotional	Zones of Regulation
	Life Skills (out and about)
	Friendship Skills
	Relax kids
	Lego Therapy
	Anxiety Drop in Intervention
Mindfulness	
Listening Matters	

Interventions are targeted to address specific learning needs informed by bassline assessment and usually targeted to address EHCP identified learning needs/targets.

The majority of interventions were run as small group interventions, one to one in many cases, with individual progress in mind. Attainment was specific to individual learning goals and monitored through individual intervention trackers.

	<p>Areas of success.</p> <ul style="list-style-type: none"> • The interventions team advise all pupils made at least some demonstrable progress, evidenced by the outcomes noted in the individual intervention attainment reports/trackers. <p>Areas for development –</p> <ul style="list-style-type: none"> • In 2022/2023 academic year incoming DT to work closely with intervention team to increase funding to those, create a range of funded Friday intervention focused afternoon activities to promote positive learning /life skill outcomes for PP cohort.
Total Budget cost	£47,000.00

Additional outcomes		
Desired outcome 2	Chosen action/approach	What is the evidence and rationale for this choice?
Disadvantaged students have greater confidence and independence to attend, help them engage more with the wider community and prepare for adulthood	HLTA Attendance and parental liaison	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
	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.

Review of Desired Outcome 2: October 2022	
<p>Success Criteria (as identified in 2021 – 2022 Pupil Premium Strategy Statement):</p> <ul style="list-style-type: none"> • Through observations and discussions with students and their families. • PFA Outcomes and Targets • EHCP Review Process 	
Approach	Review/Commentary on Impact (as of October 2022)
HLTA Attendance and parental liaison	<p>The provision of an HLTA responsible for the monitoring of attendance and to act as parental liaison has been generally considered by SLT and key staff to have been a resounding success and an initiative that should be continued for the foreseeable future.</p> <p>As a direct result of the HLTA's intervention/relationships with parents and carers there has been a marked improvement in the attendance of persistent absentees.</p> <p>The HLTA has attended meeting for pupils whose attendance is, or is becoming, a cause for concern and has worked with families/students to overcome a range issues resulting in non-attendance.</p> <p>Evidence for improved attendance can be found in the attendance records for the pupils with whom the HLTA has worked with.</p>
Provision of Breakfast Club daily	<p>PP funding has contributed to a subscription for food stuffs to be used in The Oaks 'breakfast club' offer. Pupils are now able to access a nutritious breakfast at school irrespective of circumstances. Pupils can now access toast, bagels, cereal and fruit daily.</p> <p>Areas of success</p> <ul style="list-style-type: none"> • All pupils, disadvantaged or otherwise, can now access a meal at the start of the day which staff feel is a vital component in promoting good health, educational and welfare outcomes to all disadvantaged pupils. <p>Areas for improvement</p> <ul style="list-style-type: none"> • When polled pupils and staff have requested that a greater range of breakfast choices be made available in the 2022/2023. DT to work with Breakfast Club lead to provide a larger toaster grill, plastic bowls and cutlery to facilitate greater options for breakfast.
Total Budget cost £20,000.00	

Desired outcome 3	Chosen action/approach	What is the evidence and rationale for this choice?
<p>Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>SALT Programmes for Individuals (MABLE and referrals from Speech and Language)</p>	<p>Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk) 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>

Review of Desired Outcome 3: October 2022

Success Criteria (as identified in 2021 – 2022 Pupil Premium Strategy Statement):

- *Through achievement of EHC plan termly outcomes.*
- *Through achievement of Mable Outcomes.*
- *From Spoken Language Progression Assessments*

Approach	Review/Commentary on Impact (as of October 2022)
<p>SALT Programmes for Individuals (MABLE and referrals from Speech and Language)</p>	<p>The interventions team have been engaging with the MABLE program since 2021 and feel that the program is a fantastic addition to the intervention offer at The Oaks.</p> <p>The program provides the opportunity for non-specialist staff to provide targeted SALT intervention with clear attainment criteria that leads to measurable progress for the pupils.</p> <p>The program provides a range of data that can be used to identify areas for support, strategies for in school support, information for parents/carers to provide additional support at home and data that can be used to evidence progress against learning outcomes.</p> <p>The interventions team feel that all pupils who have engaged with the MABLE program have made some progress against SALT targets evidenced by the comprehensive final reports produced.</p> <p>The interventions team have been receiving an increasing number of referrals for MABLE/SALT interventions and SALT intervention is certainly an area which the DT and Interventions teams are looking to expand and support in the 2022/2023 academic year.</p>
<p>Total Budget cost £6,000.00</p>	

Desired outcome 4	Chosen action/approach	What is the evidence and rationale for this choice?
Disadvantaged students will access resources and opportunities to promote cultural capital.	Small group music sessions for ASD and PMLD classes	Evidence suggests that there is intrinsic value in ensuring that disadvantaged pupils have access to a rich and stimulating arts education. Impact can be seen in children's attitude to learning and increased wellbeing.
Disadvantaged students feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	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.

Review of Desired Outcome 4: October 2022

Success Criteria (as identified in 2021 – 2022 Pupil Premium Strategy Statement):

- All disadvantaged students will access one of the following:
 - 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
- All disadvantaged pupils are able to access high quality work experience and careers mentoring.

Approach	Review/Commentary on Impact (as of October 2022)
Small group music sessions for ASD and PMLD classes	<p>The Music lead advises he has used PP funding to purchase a range of instruments that have allowed PP pupils (MLD, SLD, ASC and PMLD) to access music lessons/clubs' activities and clubs that they otherwise would not have been able to access.</p> <p>The music lead has advised that these instruments have allowed pupils to participate in lessons/activities which have provided opportunities to develop a greater understanding of the value of the arts, which was the intended use of the funds. Accordingly, this outcome should be considered a success.</p>
To book Friday morning sessions for Year 10 and 11 students to attend College.	<p>Funding was made available for Year 10 and 11 pupils to be able to visit open days for next step sessions out of school, such as college open days and careers fairs. The Careers lead felt that these visits were very successful and that all pupils benefited from the experiences.</p> <p>All pupils who attended the out of school sessions went on to write next step plans for what they would do after Year 11 and many pupils actively engaged with follow on activities to the trips, such as attending interviews with employers/colleges and/or working with Durham Works to learn bus routes and travel options for their life after comprehensive school.</p>
Total Budget cost	
£18,992.00	

Desired outcome 5	Chosen action/approach	What is the evidence and rationale for this choice?
Students can use a range of occupational therapy systems to aid their sensory development, regulate sensory needs and access education fully.	HLTA Occupational Therapy Support	Many students require OT support to enable them to access the curriculum, achieve and manage behaviour. There are long waiting lists for targeted support. 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.
Promote students fine and gross motor skills which will have a positive impact on their learning.	Service agreement with Future Steps Occupational Therapy	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.

Review of Desired Outcome 5: October 2022	
Success Criteria (as identified in 2021 – 2022 Pupil Premium Strategy Statement):	
<ul style="list-style-type: none"> 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. 	
Approach	Review/Commentary on Impact (as of October 2022)
HLTA Occupational Therapy Support	<p>The provision of an HLTA who acts as liaison between Future Steps OT service providers and staff who refer pupil for OT intervention/services has been a positive addition to The Oaks intervention offer. The HLTA supports staff with the wording of outcomes and targets and works with teacher to ensure referrals are meaningful and staff understand the support available.</p> <p>Whilst the majority of OT plans are ongoing there is evidence for the effectiveness of the OT interventions in the completed outcome reports and the number of pupils being discharged from OT. The reports received have shown positive outcomes for pupils refereed.</p>
Service agreement with Future Steps Occupational Therapy	<p>HLTA lead who oversees the Future Step OT referrals is very happy with the ongoing service agreement and recommends that service agreement continues. The HLTA feels evidence of the effectiveness of the relationship with Future steps can be found in the positive outcomes achieved thus far and the positive feedback received from staff, pupils and parents.</p> <p>In addition to Future Steps OT therapies a number of support staff have worked effectively with Future Steps staff to provide ongoing non-specialist therapy activities which staff feel have had a positive impact on the lives of the pupils who engage with OT in this way.</p>
Total Budget cost £36,333.00	