

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Oaks Secondary School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils (Including 25 LAC and PLAC pupils)	170/340 – 50%
Academic year/years that our pupil premium plan covers.	2022 – 2023 to 2024 – 2025
Date this statement was published	9 <sup>th</sup> November 2022
On which date will it be reviewed	21 <sup>st</sup> July 2023
Statement Authorised by	Mr Martyn Twedde
Pupil Premium Lead	Mr Chris Farrow
Governor/Trustee	Mrs Margaret Farrow

## Funding Overview

Detail	Amount
Pupil premium funding	£138,475.00
Recovery premium funding allocation this academic year	£43,500.00
Pupil Premium funding carried forward from previous year (enter £0 if not applicable).	£0
Total Spend	£128,325.00

## Part A – Pupil premium strategy plan

### Statement of intent

The Oaks Secondary School is a large, Durham local authority school, for pupils with an extensive range of special educational needs. These include autism, communication, interaction, cognition and learning difficulties and profound multiple learning needs. All pupils have an Education, Health & Care plans (EHCP). The catchment area is wide with some pupils attending from other local authority areas. Pupils enter school with attainment that is significantly below age-related expectations.

We offer a diverse and enriched curriculum for over 340 pupils, supported by a wide range of accreditation opportunities. There are a number of different class models which ensure that individual pupils learning needs are met. This is supported by a strong ethos of inclusion and high expectations of learning, pupils social, emotional development and behaviour.

The government provides all schools with additional funding, called Pupil premium (PP). This funding is intended to help disadvantaged pupils to 'close the gap' and to raise attainment and improve outcomes. At present, over half of our pupils are entitled to this additional funding. All schools are required to show, through planning, how the needs of these disadvantaged pupils will be met.

Because we work together as a team to make sure all pupils thrive in the Oaks, pupils who are eligible for pupil premium achieve as well as their peers. However, to ensure this remains the case, we use this funding to help pupils tackle any barriers they may have to their learning and development. In order to better monitor our pupils' outcomes, the school has developed number of assessment and tracking systems tailored to the individual needs of our pupils. Assessment systems are currently being sharpened to track and monitor the impact of pupil premium funding in a more consistent manner. The tracking is linked to specific targets for each pupil via my plans and EHCP's.

The five-year Pupil Premium plan is reviewed and updated annually. It is adapted as a result of review and national requirements. For example, The government now requires that the National Tutoring Programme is part-funded by PP resources. The long tail of Covid has had continued impact on pupils' and staff attendance and the plan's priorities have continued to tackle the barriers that face some of our pupils. Many of the priorities will roll over for 2022 to 2023 as they remain relevant, particularly the successful interventions, work on the curriculum and ensuring high quality teaching.

This year's plan has been further refined following the appointment of a new lead for the plan. It aims to link more closely to the school improvement plan and to ensure more clarity of purpose and accountability. The school's actions have been 'brigaded' into sections to mirror the requirements of the three **Menus of Approach** as identified in the DFE document: *Using pupil premium: guidance for school leaders*. March 2022

## Challenges

This details the challenges to future attainment (for pupils eligible for PP, including high ability) that we have identified among our disadvantaged pupils.

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
1	Staff training support for PP pupils and accompanying accountability is an ongoing priority – as is training to ensure the curriculum across the school is helping pupils to make strong progress from their starting points
2	Some pupils need specific targeted, individual or small group support to develop their literacy, numeracy and mathematical skills
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	Many of our diverse range of pupils require additional therapies and specific interventions to help them access learning, development, social, cultural and extracurricular opportunities.
5	Support for pupils entitled to pupil premium +. Identification of pupils not always forthcoming from local authority information and carers-making a timely response for some pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
1	Covid continued to impact on disadvantaged pupils' and other pupils' attendance rates during 2021-2022
2	An increasing proportion of disadvantaged pupils who have a high needs autistic spectrum diagnosis and severe learning difficulties are attending the school, requiring more individual and small group support.
3	There remains waiting lists for occupational therapy, emotional and behavioural support

## Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.

<b>Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
1	Improved achievements of disadvantaged students across the curriculum, including maths, reading and writing, relative to pupils' starting points, through staff training, enhanced assessment and tracking systems	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 are provided with targeted interventions and support appropriate to their specific needs so that they can achieve their best.	Teachers' tracking data and that of leaders of each intervention show the positive impact of actions taken to improve outcomes for disadvantaged pupils, including comparisons
3	Disadvantaged pupils attend regularly, and thrive educationally, emotionally, socially and behaviourally.	Through attendance data (where appropriate), observations and discussions with students and their families. Successful completion of PFA and EHCP outcomes and targets.
4	Pupils entitled to PP+ are able to achieve, enjoy and thrive during their time in school.	Assessment data from staff, and feedback from pupils and carers show that pupils have achieved well, attended and enjoyed school?

## Activity/ Approches for the 2022/2023 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.

### Approach 1: High Quality Teaching

<b>Desired Outcome</b>
<p><b>Improved achievements of disadvantaged students across the curriculum, including maths, reading and writing, relative to pupils' starting points, through staff training, enhanced assessment and tracking systems</b></p> <p><i>Links to School Improvement Plan: Quality of Teaching: Leadership and Management</i></p>

Chosen Action	Rationale	Completion/ review date
Whole staff training on RWI and Literacy programmes such as Lexia and Accelerated Reader	<u>Secondary national curriculum (publishing.service.gov.uk)</u> 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.	Review July 2023.  Completion date July 2025.
Professional development of staff	Staff training continues to be a priority to ensure staff continue to identify the pupils who are entitled to pupil premium in a timely way so that resources/interventions can be targeted at those most in need. This includes technology and teaching aids.	July 2023
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.	July 2023
Further develop the assessment, monitoring and tracking of disadvantaged pupils	There is a need to further develop assessment systems so that disadvantaged pupils' outcomes are able to be tracked more systematically. Assessment information will then be more accurate when comparing disadvantaged outcomes and targets are clear in pupils EHCP's	Termly tracking data to be provided to PP leads by July 2023.
Embed the curriculum developments	The curriculum has been refined so that pupils individual needs are met from their starting points. This continues to be rolled out in all subjects so that teachers can be sure that disadvantaged pupils are able to make good progress from their starting points.	July 2023

Success Criteria	Review: July 2023 – Commentary on success criteria/impact.
<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged students entered for GCSE subjects, particularly maths.</p>	

<b>Total budgeted cost</b>	<b>£10,000.00</b>
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## Approach 2: Targeted academic support

Desired Outcome		
<p><b>Disadvantaged students are provided with targeted interventions and support appropriate to their specific needs so that they can achieve their best</b></p> <p><i>Links to School Improvement Plan: Quality of teaching: Personal Development</i></p>		
Chosen approach	Rationale	Completion/ review date
HLTA Intervention (including contribution to intervention staffing costs)	<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> <ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></li> <li>• <a href="#">Improving Literacy in Secondary Schools   EEF</a></li> </ul> <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. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
SALT Programmes for Individuals (MABLE and referrals from Speech and Language)	<p><a href="#">Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk)</a> 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>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
HLTA Occupational Therapy Support	<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, at a universal, targeted and specialist level of health and social care.</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
Service agreement with Future Steps Occupational Therapy	<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, at a universal, targeted and specialist level of health and social care.</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
GCSE Maths Booster Group	<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. <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>

Chosen approach	Rationale	Completion/ review date
Continue to target disadvantaged pupils through the National Tutoring Programme (NTP) by the use of additional teaching/ support staff.	<p>The government requires that schools contribute to the cost of the NTP.</p> <p>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)</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>

Success Criteria	Review: July 2023 – Commentary on success criteria/impact.
<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged students entered for GCSE subjects, particularly maths.</p>	

<b>Total budgeted cost</b>	<b>£79,333.00</b>
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### Approach 3: Wider strategies to support pupils social, emotional, behavioural needs, support communication with parents and enhance the wider curriculum

Desired Outcome 3
<p><b>Disadvantaged pupils attend regularly, and thrive educationally, emotionally, socially and behaviourally</b></p> <p><i>Links to School Improvement Plan: Personal development::</i></p>

Chosen Action	Rationale	Completion/ review date
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.	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
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.	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
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.	July 2023

<b>Success Criteria</b>	<b>Review: July 2023 – Commentary on success criteria/impact.</b>
Through attendance date (where appropriate), observations and discussions with students and their families. Successful completion of PFA and EHCP outcomes and targets.	

<b>Total budgeted cost</b>	<b>£38,992.00</b>
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<b>Desired Outcome 4</b>
<b>Pupils entitled to PP (and PP+) are able to achieve, enjoy and thrive during their time in school</b>
<i>Links to School Improvement Plan: Quality of Teaching: Personal Development: Leadership and Management (PP+ pupils are included in the above actions and the additional work is identified below)</i>

<b>Chosen Action</b>	<b>Rationale</b>	<b>Completion/ review date</b>
PP lead/DT to develop pupil profiles for PP and PP+ cohorts.	<p>All teaching staff, and key support staff, should be aware of which pupils in their care are PP and PP+. To support further development DT/PP Lead to work with form tutors to create Pupil Profiles for each disadvantaged (PP and PP+) pupil which specify::</p> <ul style="list-style-type: none"> <li>• How SEN impact on PP/PP+ pupils learning</li> <li>• Support strategies to promote engagement</li> <li>• Strategies to avoid with PP/PP+ pupils.</li> <li>• Details of existing interventions in place for PP pupils.</li> <li>• Availability of support/resources for PP pupils.</li> <li>• Opportunities for key staff to make suggestions for resourcing/opportunities to enhance educational opportunities for all disadvantaged pupils (and where appropriate request PP funding to support EHCP targets/outcomes).</li> </ul> <p>It is hoped the profile documents will assist in promotion of outcomes for disadvantaged cohort, through identification of key pupil information to relevant teaching staff.</p> <p>Profiles will also be an opportunity showcase and celebrate pupils progress in academic areas as well as their progress in resilience, adaptability and overcoming of specific barriers to everyday life that impact on pupils ability to thrive in school</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
Liaison with agencies and carers to ensure pupils needs are met	<p>Pupils with looked after children plans and personal education plans require timely support, intervention and review to ensure that they are making the best progress possible in all aspects of school life. The designated lead will work with the Virtual Head Teacher, children's social workers and their carers to ensure the plans remain relevant, are completed on time and any additional resource adds to pupils' experiences and achievements in school.</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>

<b>Success Criteria</b>	<b>Review: July 2023 – Commentary on success criteria/impact.</b>
Assessment data from staff, and feedback from staff, pupils and carers show that pupils have achieved well, attended and enjoyed school?	

<b>Total budgeted cost</b>	<b>£0.00</b>
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## **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 Report on Pupil Premium Plan 2021 – 2022' document on school website.*