

## 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 **352** 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) also known as Free School Meals entitlement (FSM). 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 2023 to 2024 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

***Please note this report comments only on the use of Pupil Premium (FSM) funding (FSM). The main report does not cover the use of Pupil Premium Plus funding payable to Looked After Children (LAC) or Previously Looked After Children (PLAC). Details of their funding and impact are held within their individual PEPs. However, these pupils are referred to where they are included in activities below.***

<b>Date of report</b>	6 <sup>th</sup> November 2023
<b>Date of next report</b>	Spring 2023
<b>Report completed by</b>	Chris Farrow (Designated Teacher)

#### **Breakdown of 2023/2024**

<b>Number of Pupil Premium (FSM) Pupils</b>	<b>203</b>
<b>Number of Looked After (LAC) Pupils</b>	<b>21</b>
<b>Number of Previously Looked After (PLAC) Pupils</b>	<b>5</b>

#### **Pupil premium and allocation to Pupil Premium (FSM)**

<b>Total amount of pupil premium money (anticipated)</b>	£164,047.00
<b>Total allocated premium money (anticipated)</b>	£160,007.00
<b>Pupil premium money remaining.</b>	£4,040.00

#### **Actions/activities and support provided so far? (including number of LAC reviews conducted)**

All but two of the 2023/2024 initial PEP meetings carried out so far this term all of which have been arranged by the DT. DT has attended all but 2 PEPs (which were delegated to the ASC lead Paul Carroll).

The designated teacher for LAC, or Safeguarding lead, have attended all looked after Child in Care Reviews (CICR) and Care Team Meetings (CTM) so far, or have provided written reports for the meetings where it has not been possible to attend. There has been representation at the meetings from carers and social care staff at the majority of meetings.

Since September wide range of targeted activities and actions have been identified to enhance and support improvement in looked after children's learning and development this year. Staff are skilled at identifying pupils needs and pupils are fully involved in the decision making for the use of the additional resources.

Activities carried out or planned so far this year include

## Action plan progress

### Approach 1: High Quality Teaching

Desired Outcome
<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	Autumn 2023 – Update	Completion/ review date
Whole staff training on RWI and Literacy programmes such as Lexia and Accelerated Reader	<p><b>RWI and Literacy</b></p> <p>As in the previous update additional funding continues to be directed into two main areas; staff training and resource provision.</p> <p>In terms of staff training, following ongoing/rolling cycle of termly review of the literacy offer (including termly lesson observations, learning walks, book scrutinies and assessment cycle), pupils are consistency grouped and regrouped so as to ensure they are working at the next steps of their learning. This approach ensures pupils challenge is</p> <p>RWI lead confirms all pupils are making good progress, or have been identified for appropriate intervention. As was the case in the 2022/2023 academic year, a large proportion of the disadvantaged cohort are now accessing discrete RWI lessons weekly. These pupils continue to work on consolidation of foundation phonic skills in small groups (no more than 6) with one member of staff.</p> <p>Last year RWI lead (Mrs S Dove) identified 13 staff members who undertook specialist RWI training in the 2022/2023 academic year. RWI lead advised the training has led to improvements in terms of the quality of the delivery of the RWI offer at the Oaks.</p> <p>This Year the RWI lead has identified a further 19 staff who will benefit from updated training from RWI specialists. It is hoped all staff will have received some specialist training within the next 2 years.</p> <p>In terms pf resourcing, the DT and RWI lead have worked together to identify a range of essential resources and books needed to facilitate effective delivery of RWI within the Oaks. The resources have been purchased and additional resources are to be purchased as further PP funds are released to school throughout the year.</p> <p>The data which has been produced since Sprig 2023 shows that almost all pupils involved in the RWI program have made at least some progress in terms of attainment with many showing evidence of strong progress. This progress is supported by, and monitored through, half termly RWI assessment data.</p> <p><b>Accelerated Reader (AR)</b></p> <p>Investment in Accelerated Reader (subscription based) continues. The AR system allows pupils to access regular ongoing assessment (through quizzes) and summative assessment opportunities which give reading ages a 'ZPD range'. The ZPD is a reading level designed to give books at the ideal level of challenge to allow pupils to access literature within their current ability level whilst being challenged enough to promote reading development. Literacy staff feel the data from previous years shows a general upwards trend in terms of attainment.</p>	<p>Review March 2024</p> <p>Completion date July 2025.</p>

	<p><b>Lexia</b></p> <p>Since the inception of this plan, the reading and literacy leaders have advised they are hoping to move away from Lexia as an intervention resource. They have identified that without a designated Lexia lead to assess data and next steps (which carries an associated staffing cost) other programs (such as Accelerate Reader) are more beneficial. Staff are monitoring this situation and will keep DT in the loop of any developments.</p> <p>Seesaw</p> <p>This Year the SLD lead has renewed a subscription to a program called 'Seesaw'. The application allows some of our less able pupils to access a greater range of learning opportunities through ICT and increased usability/simplified programs.</p>	
Professional development of staff	<p>As stated above, the RWI program continues to generate assessment data which supports a general whole school trend to increased attainment in reading and spelling ages. It is hoped that the further RWI training will continue to enhance The Oak's literacy offer as staff become more proficient in the use of RWI strategies, techniques and resources.</p> <p>The MABLE intervention offers (discussed in more detail below) has allowed intervention staff to offer a greater range of targeted support.</p> <p><b>Next Steps</b></p> <p>Following a change in the assessment processes in The Oaks, since previous update. Staff are still in the process of familiarising themselves with the new assessment systems. Data is still being generated by key staff and subject leads. Intervention staff anticipate to be in a position to provide data to more clearly evidence the impact of the MABLE for inclusion in subsequent reports by Spring 2024.</p>	<p>Review March 2024</p> <p>Completion date July 2025.</p>
MITA Training for all school staff	<p>Mrs Tweddle continues to roll out MITA training, through a number of MITA whole staff training session (delivered in several staff meetings per term). The costs of participation in the ongoing MITA training is considered to be worthwhile as it:-</p> <ul style="list-style-type: none"> <li>• Adds consistency to the marking and assessment systems in The Oaks.</li> <li>• Increases staff understanding of the potency of 'metacognitive processes' in both building/promoting pupil understanding and the importance of these processes on pupils ability to recall.</li> <li>• Provides the basis for a more meaningful and inclusive assessment framework.</li> <li>• Enhances teacher understanding of the hierarchy of skills pupils need to access learning.</li> <li>• Makes evident the ongoing</li> </ul>	Review again by March 2024
Further develop the assessment, monitoring and tracking of disadvantaged pupils	<p>The SLT continue to work closely with staff on a number of initiatives to incorporate a new, MITA informed, assessment framework throughout the curriculum offer at The Oaks. Assessment systems have been streamlined. All pupils (including looked after/disadvantaged) are now required to have knowledge and application trackers completed every half term to determine how they have engaged with the intended learning opportunities, evidence toward learning outcomes and identified intervention opportunities for both higher and lower achievers.</p> <p><b>Next Steps</b></p>	Review again by March 2024.

	<p>Following a change in the assessment processes in The Oaks, since previous update. Staff are still in the process of familiarising themselves with the new assessment systems. Data is still being generated by key staff and subject leads.</p> <p>DT to continue to work with the form and teaching staff to provide summary reports for the disadvantaged pupils in their classes so as to provide more detailed data as to how disadvantaged pupils are performing against their peers, hopefully by the Spring update.</p>	
Embed the curriculum developments	<p>SLT have been working with staff since 2020 to produce a fully reworked curriculum offer for The Oaks. Each subject lead should know how fully reworked schemes of learning which link to the assessment frameworks detailed above. Schemes will be complete for the Autumn and Spring term and Summer Schemes should be in place before Easter. SLT have monitored the roll-out and integration of the new assessment systems through:-</p> <ul style="list-style-type: none"> <li>• Regular staff training - Through staff meetings where key concepts are introduced and explained.</li> <li>• Weekly learning walks by SLT and subject leads to ensure planned learning is being delivered and students supported.</li> <li>• Weekly book scrutinies</li> <li>• Ongoing support and identifications</li> </ul>	Review again by March 2024.

#### Success Criteria

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.

**Total budgeted cost £8,435.00**

## 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	Autumn 2023 – Update	Completion/ review date
HLTA Intervention (including contribution to intervention staffing costs)	<p>The intervention lead (Mrs Jackson) continues to closely monitor the intervention system, to ensure: -</p> <ul style="list-style-type: none"> <li>• Staff understood how to identify a pupil with an intervention need.</li> <li>• Staff had access to guidance on how/when to make a referral for additional intervention support.</li> <li>• Details of the range of interventions available/offered and which staff were in charge of particular intervention opportunities.</li> <li>• Staff were aware of where to go to get support with Staff supported</li> <li>• Staff had guidance on setting SMART targets for interventions, linked to EHCP outcomes.</li> </ul> <p><b>Next Steps</b></p> <p>Intervention staff to continue to monitor efficacy of the intervention offer provide feedback on whether further review/support is required and data on the outcomes of the interventions made/the potency of the differing intervention types.</p>	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>
SALT Programmes for Individuals (MABLE and referrals from Speech and Language)	<p>Intervention staff have provided further positive feedback on the use of MABLE as the primary source of interventive support for interventions for SALT.</p> <p>The MABLE program allows non-specialist SALT practitioners to provided targeted speech and language interventions to pupils with an identified SALT need. The intervention staff have feel all pupils have made positive progress as result of engagement with MABLE.</p> <p>Staff, Carers and parents who have pupils accessing the MABLE SALT intervention receive detailed printed reports after each session detailing progress against targets and often techniques to help development at home and in school. Intervention staff use these reports to demonstrate progress against identified EHCP and personal learning outcomes.</p> <p><b>Next Steps</b></p> <p>Intervention staff are in the process of drawing up a breakdown of the attainment scores (comparing entry and exit attainment scores). Staff advise they will be in a position to provide this data in written form to evidence the impact of the MABLE offer, by Spring.</p>	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>

Chosen approach	Autumn 2023 – Update	Completion/ review date
HLTA Occupational Therapy Support	<p>The ongoing service agreement with Future Steps, managed by Mrs Devonport, continues successfully. Future Steps work /s closely with identified pupils to provide ongoing therapeutic support through:</p> <ul style="list-style-type: none"> <li>• Working one to one</li> <li>• Supporting key support staff in providing occupational therapies to pupils</li> </ul>	Review again by March 2024.
Service agreement with Future Steps Occupational Therapy	<p>Mrs Devonport reports all OT interventions have led to improved outcomes and/or completed targets. Mrs Devonport continues to feel all pupils engaging with therapies provided Future Steps or Oaks Staff from plans provided by Future Steps make good to strong progress. Accordingly, it appears both HLTA supported OT and Future Steps OT service users still working well.</p> <p><b>Next Steps</b> - Mrs Devonport to continue to monitor outcomes and report back to DT with data/details of OT outcomes in the Spring term review of this plan.</p>	<p>Completion date July 2025.</p> <p>Review again by March 2024.</p>
GCSE Maths Booster Group	<p>As in previous years Maths booster groups are, and have historically, led to increased attainment in Entry Level and GCSE qualifications in Year 11. Mock exam results have informed the need for the current intervention offer for booster groups which has been arranged through the KS4 lead (Mr Broom) and the interventions lead (Mrs Jackson).</p> <p>A breakdown of mock/predicted grades for the previous academic year against final attainment grades can be found in Appendix 1 of this document (pupils names have been changed to numbers for confidentiality). Despite there being some drop between predicted and final grades, parties all consider the booster groups to be a success. It should be considered that many of the pupils in the booster group were only able to emotionally undertake GCSE's as a result of their engagement with the booster group interventions.</p> <p><b>Next Actions</b> - Mrs Jackson and Mr Broom to work together to ensure the GCSE booster group is in place before the spring review of the PP spend.</p>	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>
Continue to target disadvantaged pupils through the National Tutoring Programme (NTP) by the use of additional teaching/ support staff.	<p>As with the intervention offer, detailed above, the NTP list is managed by the KS4 lead (Mr Broom) and the interventions lead (Mrs Jackson). Both feel that all pupils, including those from our disadvantaged cohort, who could have benefited from inclusion in the NTP program have been identified and are now accessing the additional support.</p> <p><b>Next Steps</b>- Mrs Jackson to provide data on the results for all disadvantaged pupils (mock/predicted grades v final grade) who will be engaging with the 2023/2024 NTP and Booster Group interventions before the Spring review. It is hoped this data will provide evidence on the effectiveness of the NTP/Booster Group interventions.</p>	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>

Success Criteria	
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.	
Total budgeted cost	£109,688.00

### Approach 3: Wider strategies to support pupils social, emotional, behavioural needs, support communication with parents and enhance the wider curriculum

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

Chosen Action	Autumn 2023 – Update	Completion/ review date
HLTA Attendance and Parental Liaison	<p>The retention of an attendance-focused HLTA has resulted in :</p> <ul style="list-style-type: none"> <li>Increased attendance of persistent absentees.</li> <li>Improved parental relations.</li> <li>Improved levels of school intervention on absences.</li> <li>More accurate registering.</li> <li>Improved relations with outside agencies.</li> </ul>	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>
Provision of Breakfast Club daily	<p>As a result of improvements in the offer, funded by PP funding, Pupils now have access to:</p> <ul style="list-style-type: none"> <li>a range of breakfast option s (bagels, toast and fruit) which has had a significant uptake amongst FSM and disadvantaged pupils.</li> <li>Designated breakfast club bowls, spoons and milk, meaning pupils have access to cereal daily.</li> <li>Provision of new toaster allowing staff to better manage numbers of pupils accessing toast/bagels .</li> </ul> <p>Pupils are now accessing a wider range of healthy options for breakfast, targeted at disadvantaged but whole school including those who miss breakfast.</p>	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>
To book Friday morning sessions for Year 10 and 11 students to attend College.	Mr Broom (KS4 lead) continues to monitor and roll out the transition opportunities for disadvantaged pupils. The current Year 11 cohort is accessing open days and trips to colleges.	<p>Review again by March 2024.</p> <p>Completion date July 2025.</p>

Success Criteria
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>£41,884.00</b>
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## Approach 4: DT Training

Desired Outcome 4		
<p><b>Pupils entitled to PP (and PP+) are able to achieve, enjoy and thrive during their time in school</b></p> <p><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></p>		
Chosen Action	Autumn 2023 – Update	Completion/ review date
DT Training	<p>DT to secure and carry out frequent CPD/role specific training.</p> <p>DT has now attended many training courses. DT is confident that he has been able to support in the delivery of a wider range of interventive offers (through the initiative's discussed in more detail above) as a direct result of the additional knowledge gained through the CPD training undertaken thus far.</p> <p>Given the ever-expanding nature/responsibilities of the DT role it is evident that ongoing training will be of benefit to both the DT and the school. Accordingly this should remain an ongoing target.</p> <p><b>Next Actions</b></p> <p>DT to arrange frequent ongoing CPD training, aiming for 2/3 CPD events per term-</p>	<p>Review July 2023.</p> <p>Completion date July 2025.</p>
Success Criteria		
Assessment data from staff, and feedback from staff, pupils and carers show that pupils have achieved well, attended and enjoyed school?		
Assessment data from staff, and feedback from staff, pupils and carers show that pupils have achieved well, attended and enjoyed school?		
Total budgeted cost		£0.00

## Appendix 1

[illegible]