



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oak Bank
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	P. Collier
Pupil premium lead	Sam Clayton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

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

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

It is important to state that we do not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education. Barriers to attainment for our pupils are complex due to their social, emotional and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, financial concerns and health issues are all factors that impact upon our pupil's ability to engage in their learning.

At Oak Bank, we judge our progress from point of entry; we use previous information as well as baseline assessment to generate this judgement. We are confident that we provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.

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

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

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

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

Challenges

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

Challenge number	Detail of challenge
1	We aim to improve the utilisation of Educational Health Care Plans to support access to the curriculum for all students, irrespective of their starting point. This involves collaborating closely with healthcare professionals, parents, and teachers to ensure that EHCPs are tailored to individual needs, regularly reviewed, and implemented consistently.
2	Improve pupil's achievement in Numeracy and Literacy. Implement targeted interventions, differentiated teaching methods.. Utilise data analysis to identify specific areas of improvement and provide additional support through small group sessions and one-on-one intervention where necessary.
3	To reduce the number of behaviour incidents and criteria by developing good behaviour for learning so that low level disruption becomes infrequent both in and out of lessons, with positive attitudes to learning displayed across the school.
4	To further develop an inclusive, innovative and diverse curriculum that is supported by systems, processes and delivery focussed on improving outcomes for all students and that provides planned specialised intervention if adequate progress is not being made.
5	To add value to Social and Emotional development from Oak Bank start points. SEL inclusive of; Growth Mindset, Resilience, Respect

Intended outcomes

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

Intended outcome	Success criteria
Ensure that the numeracy curriculum is aligned across all grade levels and subjects, creating a coherent and progressive learning experience for students. Ensure maths mastery is delivered across the Academy ensuring a spiral development of skills	<ul style="list-style-type: none"> • Subscribe to Maths Mastery website. • Teachers trained in delivering maths mastery. • Staff CPD sessions to upskill staff in how to embed maths mastery in lessons. • Termly focus on one aspect of numeracy across all subjects to embed numeracy skills throughout the curriculum. • Improved resources both in maths and across all subjects. • Intervention identified and embedded at earliest opportunity.
Improvements in the teaching of phonics to allow lowest ability pupils to access lessons.	<ul style="list-style-type: none"> • Decrease in behaviour incidents and pupils leaving lessons. • Renaissance reading data.

	<ul style="list-style-type: none"> • More staff trained in sounds right to help with the needs of the pupils in lessons. • Intervention at earliest opportunity. • Improved resources.
Improved engagement in lessons through purchase of relevant and purposeful teaching resources.	<ul style="list-style-type: none"> • Improved progress of pupils evident on termly progress report. • Improved engagement in lessons, reduced incidents of pupils refusing lessons (Behaviour Watch data). • To meet EHCP targets of pupils by developing teaching resources in classrooms, including sensory equipment, ICT resources, create and play, STEM equipment etc. Evident at EHCP reviews. • Increase in qualifications gained by pupils. (End of year results).
Improve behaviour for learning and engagement of pupils in lessons through a relevant and robust rewards and enrichment programme.	<ul style="list-style-type: none"> • Develop the rewards programme so that it is easily embedded in lessons. • Further develop our enrichment programme to ensure 'buy in' from pupils and offer opportunities that encourage pupils to get it right. • Offer timely interventions for those pupils struggling to access lessons. • Offer personalised timetables to pupils at risk of suspension through use of external provision programme. • Offer well-being sessions to pupils. • CPD training for staff especially surrounding understanding of ASD. • On site early assessments of pupils needs by our SEND assessor. • Increase in attendance.
Value added to pupils social and emotional health	<ul style="list-style-type: none"> • SEL termly tracking data. • EHCP reviews. • Attendance improvements amongst our most vulnerable pupils. • Sensory equipment provided. • More trips and visits offered to pupils. • All pupils offered breakfast on arrival and 'pop in café' on departure.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sounds Right training x 4 staff</i>	Strong evidence suggests that this training will allow teachers to improve the literacy amongst pupils by teaching in simple steps how the sounds of language are represented by the writing system.	1,2,3,4,5
<i>20% of salary for 3 EP Support Workers</i>	The extensive External Provision programme at Oak Bank enables our pupils to access a broad range of learning opportunities off site through a variety of collaborative partnerships with Colleges, Training Providers and community interest groups. Pupils are involved in educational experiences that support the core curriculum that they study whilst in school and programmes are structured to meet their personal learning needs and to ensure that they gain academically, personally and socially from attending their placements.	1,2,3,5
<i>Training for ASD Awareness and therapy x 2 staff.</i>	As the number of pupils attending school with ASD this training will provide strategies for supporting pupils as well as extending awareness of the wide range of needs of pupils with Autism. Staff will feel comfortable, capable and secure while doing their job.	1,4,5
<i>Train staff in Maths Mastery and improve teaching of Maths through Maths Mastery resources.</i>	Maths Mastery has an entire base of a curriculum with resources of how to teach, CPD for staff, both secondary and primary resources. This will give teachers a concrete base of how to teach and give PowerPoint presentations etc. We can still incorporate the Oak Bank individual catering for learning, but this gives a solid foundation of learning. Staff will be able to follow a progression of learning, so that the learning in maths follows a progression.	1,2,3,4,5

<i>Whole school numeracy approach.</i>	So many of our students are visual learners and need as many resources as possible to access higher levels of work. We are spending a third of the year focusing on measuring across the curriculum and this will support staff to be more visual and creative in the classroom. More concrete ability in maths that will support them with their qualifications, and embed a deeper understanding of maths for life.	2,5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>20% of salary for Intervention Coordinator</i>	Strong evidence suggests that early intervention can improve pupils' progress in both literacy and numeracy. This is 1:1 support identified from Phase and Subject leaders. Lessons are timetabled and monitored to ensure the impact is measured against existing action plans and desired outcomes. 1:1 support is directed towards raising the attainment and confidence of PPG pupils. Literacy and numeracy targeted interventions, accelerated reader programmes, specialist differentiated resources, personalised timetables and formative testing are key aspects of the programme.	1,2,3,5
<i>Renaissance literacy package</i>	Star assessments for reading will give us accurate, actionable data about what pupils know and what they are ready to learn next which in turn informs planning and teaching.	1,2,4
<i>20% of salary for Specialist SEND Advisor and Assessor</i>	Having the ability to assess pupils needs in school allows prompt intervention without the need for lengthy delays ensuring pupils get the help they need quickly	1,2,3,5
<i>External provision opportunities.</i>	A clear purpose for a pupil placement at External Provision is identified that enables these opportunities to meet pupils personalised learning needs. The engagement, achievement and progression of our pupils is evident in the	1,2,3,4,5

	range of qualifications and accreditations they gain through the External Provision programme. Pupils develop employment skills and as well as improving their independent skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>20% of salary for Family Support/Engagement Worker.</i>	To help improve attendance, behaviour and family engagement by developing links with families where these are barriers to a pupil's learning. Our staff run a parents/carers group in the area of highest deprivation in our catchment area. This working relationship has helped with parent engagement. It also breaks down barriers and facilitates engagement between the local community. The staff offer intensive family support where required.	3,4,5
<i>Monthly membership to Mead Open Farm to meet EHCP needs of pupils.</i>	Research has shown that animals can provide substantial social and emotional support and learning benefits to pupils. Some pupils feel safer, express more positive emotions and feel more at ease communicating through animal contact. Children experience growth in their personal development, their relationships with others and their connection with the curriculum.	1,3,4,5
<i>Improved Rewards System</i>	By using a reward based system research suggests that pupils will show interest and increased participation in everyday classroom duties and responsibilities. Incentives for pupils motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes you happy. Every success story helps pupils become more self-confident.	3,4,5
<i>Wide and varied Enrichment programme</i>	Evidence suggests that the value of cultural capital and that giving students the opportunity to try new activities and sports, has social benefits, but it is often easy to overlook the academic benefits that a strong enrichment programme can have. Although research into the effects	1,2,3,4,5

	of enrichment on academic progress is spare, from the results so far, it is clear that this approach can be highly effective. Where pupils have a variety of enrichment activities that they can participate in and are well motivated to do so they can make gains in both a social and an academic context. (by Carmel Research School Nov 2021)	
<i>Breakfast Club</i>	Strong evidence suggests that pupils that are hungry can have poor concentration in class and that pupils who have eaten breakfast are more prepared to learn. We will provide a safe and secure environment before school where children can have a decent breakfast with their friends.	2,3,5
<i>Improved resources to help meet pupils EHCP needs</i>	Without the appropriate resources in the classroom evidence suggests that pupils will not engage with their learning as much. Providing purposeful resources pupils will be able to get hands on with their learning. They can be used as learning tools to help pupils understand subjects and get the most out of their learning.	1,2,3,4,5
<i>Attendance and punctuality individual approaches</i>	Pupils who attend school regularly have been shown to achieve at higher levels than pupils who do not.	2,3,

Total budgeted cost: £

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 2022 to 2023 academic year.

The targeted literacy and numeracy intervention support has seen pupils engage in an innovative curriculum opportunity that has enabled pupils to achieve qualifications that are relevant to the world of work. Increased Literacy and Numeracy skills and confidence has enabled pupils to be entered, and achieve success, in regulated qualifications. 51% of pupils have increased their reading age throughout this academic year. All classrooms now have both a digital and analogue clock which was a whole school numeracy target of pupils being able to tell the time. This whole school approach is beginning to embed numeracy throughout the whole curriculum.

The significant investment in Teaching & Learning resources has ensured that all pupils have access to our inclusive and innovative curriculum. Lessons have been identified as more engaging and the number of suspensions have reduced *

The specialist SEND advisor and assessor has assessed the needs of identified pupils to ensure that these pupils were receiving effective interventions. The learning diagnostics also identifies additional diagnostic testing to ensure all the learning needs of pupils are fully understood and planned for across the school. PP pupils have been able to access specialist support for their studies and examinations.

Further CPD investment in Well Being Mentors, supporting them towards counselling qualifications, has increased the quality of support and advice they are able to pupils in delivering sessions in social skills, resilience and wellbeing. This model provides a confidential space for our pupils to talk about their concerns and difficulties, and a safe space to explore their inner feelings. As a result, pupils are better able to self-regulate and manage their behaviour. There has also been a measured improvement in pupil's interpersonal skills enabling them to better integrate into the main body of the school as identified on the individual SEL trackers of pupils.

The school's Attendance officer has helped improve attendance, behaviour and family engagement by developing links with families where these are barriers to a pupil's learning. The staff offer intensive family support where required. Staff are able to provide support for parents and families dealing with complex issues such as debt, homelessness, mental health and issues that impair development and/or parenting capacity. Reward incentives to school refusers or poor attenders has had a positive effect on attendance data*

The school's home tutors have worked with identified pupils to improve engagement for those pupils where accessing a full-time education in the school environment is detrimental to progress and well-being. Home Tutors have provided academic and pastoral support for some of our most vulnerable pupils whose social and economic barriers to learning are prohibitive to them accessing education. The impact has been increased engagement of PP pupils in English, Maths and Science, evidenced by examination results.

To ensure that PP Pupils are not disadvantaged by low income, as barriers to meeting school rules the school has continued to provide financial support to families for pupils to purchase school uniform.

Breakfast club has been offered all across the school, so that all pupils have access to breakfast on arrival. By meeting Maslow's basic hierarchy of needs pupils are more focused and engaged in lessons and behaviour incidents have reduced in the am*

All pupils have the opportunity to engage in the school's Enrichment Programme. We have continued to offer a range of exciting and challenging opportunities for pupils to gain new experiences, develop life skills and pursue extra-curricular activities and interests. PP pupil's participation in Enrichment activities evidences their enthusiasm for learning and confidence in widening participation in skills building. This term access to many of the enrichment activities have been linked to the schools ASPIRE (Adaptable, Social Skills, Problem Solving, Independence, Respect and Expression) nominations. This has provided a whole school focus and has allowed all pupils the opportunity to access the 'top trips' embedded in the enrichment programme. Pupils have been motivated to gain nominations for example 322 nominations were gained by pupils in one week for social skills. Undoubtedly our pupils are motivated by extrinsic rewards which has a positive impact on their engagement and behaviour in lessons.

The school has continued to develop its extensive External Provision programme that enables our pupils to access a broad range of learning opportunities off site through a variety of collaborative partnerships with Colleges, Training Providers and community interest groups. Pupils are involved in educational experiences that support the core curriculum that they study whilst in school and programmes are structured to meet their personal learning needs and to ensure that they gain academically, personally and socially from attending their placements. There is a clear rationale for pupil placement at External Provision that enables these opportunities to meet pupils personalised learning needs. The engagement, achievement and progression of our pupils is evident in the range of qualifications and accreditations they gain through the External Provision programme. The school employs External Provision Support Workers and a coordinator of EP. These staff ensure that pupils are afforded the opportunity to learn skills and trades that lead on to college placements, apprenticeships or work-related pathways.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.