

Pupil Premium Strategy 2021-24

This document details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our eligible pupils and, where appropriate, their ineligible peers.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effects that this spending is having as the year progresses. It also shows how we may spend the next two years' Pupil Premium Grant if the funding continues, based on the effects measured and the lessons learned.

School overview

Detail	Data
School name	Oaklands School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	25%
Academic years that our current pupil premium strategy covers	2021-24
Date this strategy was published	December 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Mrs A Clinton
Pupil premium lead	Mrs A Gretschel
Governor / Trustee lead	TBC

At Oaklands School we recognise that Ofsted uses the term 'Disadvantaged Pupils' for what we will refer to in our strategy as Pupil Premium (PP) pupils, because we recognise that not all pupils in receipt of the funding are disadvantaged, and we understand the stigma that might be attached to the phrase by parents.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (primary and secondary schools)	Primary: £16,100 Secondary: £27, 695 Total: £43,795
Recovery premium funding allocation this academic year	£19, 417 (whole school)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
Total budget for this academic year	£63, 212 (whole school)

In-school Assessment headlines

2020-21 in-school data:		
KS3 & KS4 students who met their end of year targets		
	PP	NPP
English	89%	91%
Maths	96%	91%

Pupil Premium Strategy

Statement of intent

At Oaklands School we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective pupil premium strategy, we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation: (a) Implementation will be treated as a process, not an event - planned and executed in stages, and (b) We will create a leadership environment and school climate that is conducive to good implementation.

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As

challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Likely Challenges (Likely barriers to achievement)

This details the likely key challenges or barriers to achievement that we have identified among our Pupil Premium pupils.

Challenge number	Detail of challenge
1	Delayed communication and language skills
2	Social, emotional and behavioural needs
3	Delayed cognition & learning
4	Difficulties with self-regulation
5	Low engagement in learning activities

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether or not they have been achieved.

Intended outcome (with challenge number)	Success criteria
Improved level of communication and language skills by the end of the key stage. (1)	At least 80% of PP pupils will achieve their Communication IEP targets by the end of their key stage.
Improved outcomes in Speaking & Listening (English) at the end of the academic year 2021-22. (1)	At least 80% of PP pupils who received individual sessions with specialist Speech and Language Teaching Assistants will meet or exceed their end of year targets in Speaking & Listening (English).

Decreased number of behaviour incidents by the end of each key stage. (2 & 4) Increased social and emotional skills in PP pupils. (2)	In-school data will demonstrate decreased number of behaviour incidents by the end of each key stage. At least 80% of PP pupils will achieve their Social & Emotional IEP targets by the end of their key stage. At least 80% of PP pupils will achieve their Physical & Sensory IEP targets by the end of their key stage.
Improved cognition and learning. (3)	At least 80% of PP pupils participating in yoga sessions will achieve their Cognition and learning IEP targets by the end of the year.
Increased engagement levels in learning activities. (5)	PP pupils' will demonstrate increased engagement levels through their Engagement Profile document by the end of year. Lesson observations feedback will demonstrate improved engagement levels of these pupils.

Teaching	£1, 700
Targeted academic support	£11, 952
Wider strategies	£37, 678

Part A: Activity in this academic year (2021-22)

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to overcome the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Approximate budgeted cost: £1, 700

Actions and approaches (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>HIGH OAKS</p> <p>Continuous Professional Development (1,2,3)</p> <p>High quality teaching for all.</p> <p>In-school teacher training and multi-sensory show delivered by <i>Oily Cart</i> company.</p> <p>Estimated Training costs: £1, 700</p>	<p>A high proportion of our PP pupils have complex sensory processing difficulties and require highly specialist teaching techniques. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. <i>Oily Cart</i> company offers in-school training for teachers as well as delivers a multi-sensory show to pupils with complex sensory needs.</p> <p>According to EEF Arts participation (involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>All PP pupils with complex sensory processing needs will demonstrate increased levels of engagement through their Engagement Profile by July 2022.</p> <p>Teachers of PP pupils with complex sensory processing needs will demonstrate improved teaching techniques in their Spring and Summer lesson observations.</p> <p>December 2021 update:</p> <p>March 2022 update:</p> <p>July 2022 update</p>

<p>NEW OAKS</p> <p>Continuous Professional Development (1,2,3)</p> <p>High quality teaching for all.</p> <p>In school sessions (3) from Singing Hands.</p> <p>Cost: £1800 (3 X £600 sessions)</p>	<p>A high proportion of our PP pupils have poor communication skills, from students who are completely none verbal to students who find it hard to be understood by unfamiliar adults. Makaton is a vital tool in allowing our students to express themselves more clearly.</p> <p>Parental feedback to the school identified that they were seeking support to improve their knowledge of Makaton.</p> <p>It was noted that the school, as a whole, needed to ensure that Makaton was embedded across the school day. Assemblies, lesson starters and morning routines incorporated songs that Singing Hands were going to perform when they visited the school. Newsletters signposted parents to the songs we were learning, accessible on the Singing Hands Youtube channel.</p>	<p>All PP pupils will demonstrate improved speaking and listening skills evidenced by improvements in this area of their P-Scale profile by July 2023.</p> <p>Teachers of PP pupils will demonstrate improved use of Makaton in lessons observations.</p> <p>Following the sessions, all students receiving PPG showed clear improvement with the receptive and expressive communication. 60% of students showed an improvement in their ability to engage in a task for an extended period of time, with others increasing the number of words and/or signs they could use or understand.</p>
<p>NEW OAKS</p> <p>Continuous Professional Development (1,2,3)</p> <p>High quality teaching for all.</p> <p>A Speech and Language Therapist (SALT) employed to work with class</p>	<p>The SALT worked with KS1 classes to review SALT programs and to assist the class teams in implementing their delivery in the classroom. The SALT has also co-hosted parent events and Insets, where she has supported staff and families in the use strategies through-out the school and at home.</p>	<p>During lesson observations classes were observed using SALT strategies more effectively. Topic based core boards and colourful semantics, for example, are now more embedded in classroom practice.</p>

groups to upskill their delivery of SALT programs.		
<p>Intentions for 2022-24 – Teaching</p> <p>During this period we will:</p> <ul style="list-style-type: none"> • Continue monitoring the effectiveness of teacher training and measure its impact on pupils engagement in learning activities and progress • Further develop ways of improving pupils’ engagement in learning activities • Sustainably continue tutoring PP pupils where necessary <p><i>These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2022.</i></p>		

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Approximate budgeted cost: £ 11, 952

Actions and approaches (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>In-school Small Group and Individual Specialist Speech and Language TA Intervention (1,3) and enhanced Speech & Language Therapy</p> <p>Identified PP pupils to receive individual sessions with specialist</p>	<p>Evidence from the EEF shows that individual and small group tuition is effective, with an average impact of +4 months’ additional progress over the course of a year. The tuition is most effective when targeted at pupil’s specific needs. Therefore, effective diagnostic assessment is essential.</p> <p>SaLT specialist Teaching Assistants received additional training to enable them to run intervention programmes.</p> <p>On average, oral language interventions have a high impact on pupil outcomes of 6 months’ additional progress.</p>	<p>At least 80% of PP pupils who received individual sessions with specialist Speech and Language Teaching Assistants will meet or exceed their end of year targets in Speaking & Listening (English).</p> <p>December 2021 update:</p>

<p>Speech and Language Teaching Assistants throughout the year.</p> <p>Estimated cost: £2, 880 (specialist TA's) Enhanced Speech & Language Therapy £7, 272 Total: £10, 152</p>		<p>March 2022 update:</p> <p>July 2022 update</p>
<p>In-school Individual Music Therapy Sessions (1, 2, 4)</p> <p>Identified PP pupils to receive half an hour of Music Therapy session with a qualified Music therapist.</p> <p>Estimated cost: £1, 800.</p>	<p>The review of the effects of music therapy for individuals with autistic spectrum disorders conducted in 2006 demonstrated that Music therapy was superior to "placebo" therapy with respect to verbal and gestural communicative skills.</p> <p>https://www.cochranelibrary.com/cdsr/doi/10.1002/14651858.CD004381.pub2/full</p>	<p>At the end of the sessions, PP pupils' music therapy reports will demonstrate improved development of interactive skills, physical and perceptual ability, as well as a positive experience of self, which can promote self-esteem and motivation. In addition to that they will also develop the confidence to initiate eye contact, be more confident to build a positive relationship with other people, (some) improve their articulation of speech and decrease tension and anxiety.</p> <p>December 2021 update:</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Intentions for 2022-24 – Targeted academic support</p>		

During this period we will:

- Continue to fund the individual sessions with specialist Speech and Language Teaching Assistants
- Continue to fund the individual sessions with the Music Therapist

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2022.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Approximate budgeted cost: £37, 678

Actions and approaches (with challenge number addressed)	Evidence that supports this approach (rationale)	Intended and actual impact with lessons learned
<p>Enhanced OT sessions for Key Stage 3 pupils (2 and 4)</p> <p>PP pupils in Key Stage 3 to receive enhanced OT sessions to help them self-regulate and achieve ready to learn state during puberty.</p> <p>Estimated cost: £34, 808</p>	<p>According to a pilot randomized controlled trial conducted in 2007, OT Sensory Integration intervention had a positive impact on children with sensory modulation disorders.</p> <p>The OT-SI group, compared to the other two groups, made significant gains on goal attainment scaling and on the Attention subtest and the Cognitive/Social composite of the Leiter International Performance Scale–Revised. Compared to the control groups, OT-SI improvement trends on the Short Sensory Profile, Child Behavior Checklist, and electrodermal reactivity were in the hypothesized direction.</p> <p>https://research.aota.org/ajot/article-abstract/61/2/228/5143/A-Randomized-Controlled-Pilot-Study-of-the?redirectedFrom=fulltext</p> <p>A large overview of <i>Effectiveness of paediatric occupational therapy for children with disabilities: A systematic review</i> was also conducted in 2019 and it revealed that there's a large number of effective occupational therapy interventions.</p> <p>https://onlinelibrary.wiley.com/doi/full/10.1111/1440-1630.12573</p>	<p>PP pupils will demonstrate an increased ability to self-regulate and therefore will be less likely to engage in challenging behaviour.</p> <p>PP pupils will be more likely to achieve ready to learn state and demonstrate an increased ability to stay focused and engage in learning activities during lessons.</p> <p>December 2021 update:</p> <p>March 2022 update:</p> <p>July 2022 update</p>

<p>Yoga sessions with a licensed yoga teacher (2 and 5)</p> <p>Identified PP pupils to attend 10 yoga sessions to help them stay focused during lessons and self-regulate throughout the day.</p> <p>Estimated cost: £345</p>	<p>There's an extensive research demonstrating a positive impact of yoga on a general wellbeing of children with SEND.</p> <p>https://www.autismparentingmagazine.com/ways-yoga-help-special-needs-child/ https://mahadevicentre.com/resources file:///H:/Downloads/098.BringingYogaintothelivesofChildrenwithSpecialNeeds.pdf</p>	<p>Identified PP pupils will demonstrate a greater ability to stay focused during lessons.</p> <p>80% of these pupils will meet or exceed their targets in all areas at the end of year.</p> <p>December 2021 update:</p> <p>March 2022 update:</p> <p>July 2022 update</p>
<p>Specialist dance sessions <i>Dansicality</i> (3 and 5)</p> <p>Identified PP pupils to participate in 11 inclusive specialist dance sessions delivered by <i>Dansicality</i>.</p> <p>Estimated cost: £2, 525 (11x £229.58)</p>	<p>The research carried out by EEF suggests that Arts participation (involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture) can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>80% of these pupils will meet or exceed their targets in all areas at the end of year.</p> <p>December 2021 update: N/A</p> <p>March 2022 update:</p> <p>July 2022 update:</p>
<p>Intentions for 2022-24 – Wider strategies</p> <p>During this period we will:</p>		

- Continue monitoring the effectiveness of both enhanced OT sessions as well as yoga and inclusive dance sessions

These intentions will only be taken forward if data supports the actions and approaches chosen and funding continues to be available. Otherwise, revisions will be made to this section by July 2022.

Total budgeted cost: £ 51,330

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 2020 to 2021 academic year.

Review of Pupil Premium 2020-2021

For the academic year 2020-2021 the pupil premium money was used in the following ways according to individual pupil needs and motivations:

Hands-on home learning packs used for home-schooling: during the school partial closure (the school remained open for vulnerable students) some students were home-schooled using online learning.

1:1 personal training from a qualified sports coach once external agencies were allowed back in school in the Spring 2021. The one to one personal training aims to improve stamina and fitness and help students sustain concentration. Weight loss is not the primary goal.

Provision of music therapy. Music therapy uses music to help students to develop confidence to initiate or maintain eye contact, build a relationship with other people, improve articulation of speech, decrease anxiety or tension and to develop the ability to listen.

Lunch Clubs. Enhanced lunchtime staffing enables more activities are available to our pupils over the lunch period such as various sporting activities, art and music.

Equipment Some students will benefit from specialised equipment which will be beneficial to their well-being or their learning.

Pupil Premium Allocation 2020-2021

In the financial year 2020-2021 Oaklands received funding for 30 secondary aged pupils of £955 each and 9 primary aged pupils of £1345 each.

The pupil premium money was used in the following ways according to individual pupil needs and motivations;

Provision of 1:1 personal training from a qualified sports coach

Provision of music therapy

Enhanced lunchtime staffing to enable us to extend the activities available to our pupils over the lunch period. Clubs include various sporting activities, music and art club.

Specialist equipment

These interventions benefit communication skills, confidence and well-being as well as overall academic progress.

Personal Training

The one to one personal training aims to improve stamina and fitness and help students sustain concentration. Weight loss is not the primary goal.

Music Therapy

Music therapy uses music to help students to develop confidence to initiate or maintain eye contact, build a relationship with other people, improve articulation of speech, decrease anxiety or tension and to develop the ability to listen.

Lunchtime Clubs

These clubs help to promote social communication and build self-esteem by allowing students to express themselves in less formal settings than the classroom, make choices and interact with other students. The clubs include music club, art club and organised sports activities at lunchtimes such as tennis and football.

Staff Ratios/Equipment

Some students will benefit from enhanced staff ratios in the classroom or equipment which will be beneficial to their well-being or their learning. Some staff are used to use intensive interaction with students at lunchtime to encourage engagement. Extra lunchtime supervisors allow some staff to run clubs during the lunch period.

Examples of equipment:

Student K

K is a new student at Oaklands with a range of mobility and medical needs. Due to Covid-19 and her health issues, she has missed a lot of school this year. PPG money has enabled us to provide activities for her at home as well as when she returned to school. Since her coming back to school, she has been progressing in all areas of the curriculum as we were able to support by purchasing a variety of resources for her, using PPG money.

Student M

M is a student with multiple medical conditions and accessing curriculum can be very difficult for him. Having the opportunity to use PPG money in order to purchase resources that suit him, is enabling him to access all areas of curriculum by engaging in meaningful tasks and activities throughout the day and to increase his independence and confidence.

Student F has a passion for music and dance but needs help with their social skills. A games console was purchased along with dancing games so that they would have a fun activity to choose as a reward for completing work. The dance games have worked as an excellent motivator and also helped the student improve their ability to turn take and share a fun activity sensibly.

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

