



Pupil Premium Strategy 2020-23

1. Summary Information					
School	<b>Oakfield Lodge</b>				
Academic Year	2020/21	Total PP budget	<b>£43,453</b>	Date of most recent PP Review	28.09.20
Total number of pupils based on January 2020 census	60	Number of pupils eligible for PP	43	Date for next internal review of this strategy	N/A

### A Tiered approach to Pupil Premium Spending

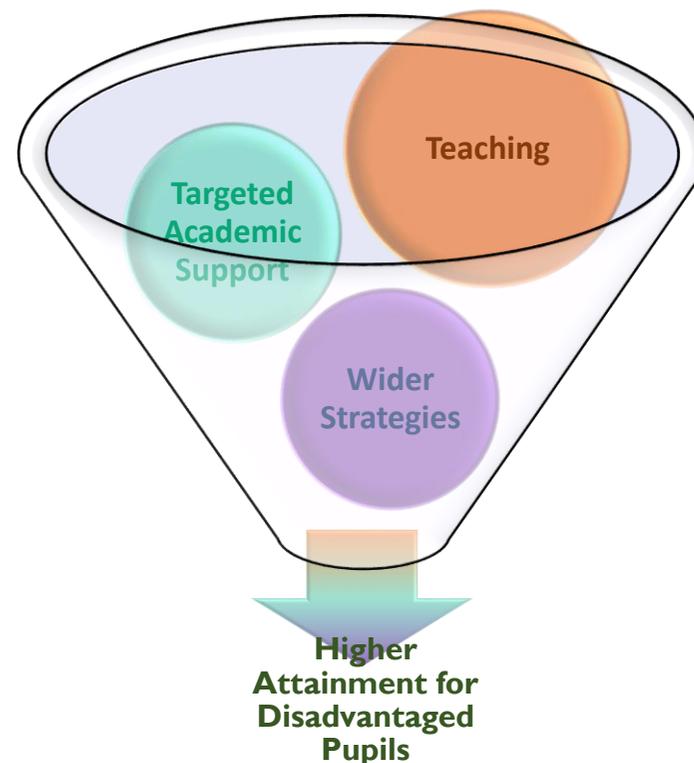
Following guidance from the EEF, we adopt a tiered approach to our Pupil Premium spending. **Teaching**, **Targeted Academic Support** and **Wider Strategies**.

At Oakfield Lodge, we understand that many of our strategies overlap these categories, and that the balance between categories will vary from year to year as our school's priorities change.

Education Endowment Foundation (2019) "The EEF Guide to the Pupil Premium", A Tiered Approach to Pupil Premium Spending: Adopting a Tiered Approach, p.4.

We also acknowledge that even though the Pupil Premium is designed to support schools to raise attainment of disadvantaged children, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: which is fine.

Education Endowment Foundation (2019) "The EEF Guide to the Pupil Premium", Pupil Premium Myths: MYTH: Only eligible children can benefit from Pupil Premium Spending, p.3.

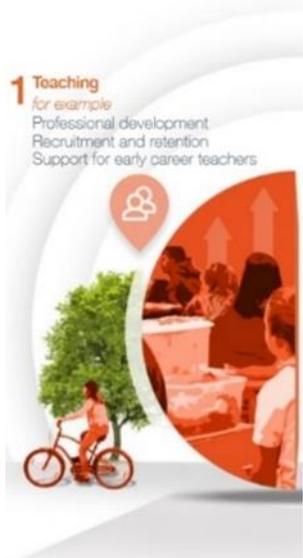


Our 3-year Pupil Premium Strategy aims to combine and funnel these three recommended approaches to achieve a single outcome: higher attainment for disadvantaged pupils.

By planning a combined and holistic approach to our strategy and spending, we believe we will be best equipped to break the link between family income and educational achievement.

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A	<b>Literacy</b> – Students often have low literacy levels due to being out of educational settings for some prolonged periods of time.
B	<b>Concentration Levels</b> - Inability to concentrate in classroom setting.
C	<b>SEND and undiagnosed SEND</b> needs from previous educational settings
D	<b>Missed learning/gaps</b> in knowledge due to lack of engagement and exclusions at previous school settings.
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E	<b>Attendance-</b> Low Attendance at previous educational settings, students and families within a habitual cycle of non-attendance.
F	<b>Exclusions</b> from school can be the first stepping stone to social exclusion within society.
G	<b>Anxiety-</b> Students maybe experiencing emotional or behavioural difficulties, including problems with anger, mental health issues, and school phobia/refusal
H	<b>Attachment Issues-</b> Children with attachment difficulties can need extra help in managing all aspects of school life. Children who have experienced trauma, abuse and neglect in their early lives are often said to have attachment difficulties. This means that their early, close relationship with their parents did not provide sufficient nurturing for social, emotional and intellectual development.
H	<b>Social depravation and Low Aspirations</b> many of our students may be exposed to alcohol and drug related issues and associated criminality and have the lack of positive role models.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	<b>Improve Attendance</b> for individual students and as a whole school cohort.	<b>Attendance officer</b> working with students and families creating a positive relationship with school. Students engaging with <b>Mentors</b> and re-engaging students within the learning process. Students Improve Attendance in line or above similar settings <b>Nationally-65%</b> (nurture 83.2%)
B	<b>Reduce Exclusions</b> of students from their mainstream settings. To re-engage students into an Educational routine/ environment.	<b>Improved exclusion rate</b> compared to previous setting (compiled on an individual basis). Also in line with similar settings Nationally.
C	<b>Reintegration-</b> The aim is to reintegrate the child into mainstream education as soon as possible.	Students involved in a <b>Nurture program</b> at KS3 enabling pupils to move to their “Forever School”. <b>62.5% settled 2019/20</b>
D	An improvement in the <b>cognitive development</b> and <b>behavioural traits</b>	<b>Boxall profiling-</b> Individualised, achievable targets for social and emotional aptitudes are then set for the student which are reviewed and re-assessed periodically.
E	Students will develop their <b>cultural capital</b> , aspirations and <b>employability</b> skills.	For all upper school PP (and non PP) students to engage with college and/or work experience (Reaseheath & Changing Education). For 0% of students to be <b>NEET</b> and for students to develop an understanding of other cultures.

Focus	Action / Approach	Rationale and Research	Measuring Impact	Staff Lead	Review? Cost?
<b>Teaching</b> 	<b>NPQH and NPQML CPD</b> for several members of staff.	We aim to ensure that our teachers receive high quality CPD, which also includes building their leadership capacity. By doing this, we hope to retain high quality teachers and improve staff wellbeing. "Spending on improving teaching might include professional development..." <b>The EEF Guide to Pupil Premium Spending</b>	Learning Walks Feed back to SLT. Classroom observations. Evidence in Books. Data	GB ET NR AS	Termly
	<b>Marking Feedback</b> (verbal) Same day intervention	EEF Research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils. EEF Teaching & Learning Toolkit: Feedback.	Learning Walks Feed back to SLT. Classroom observations. Evidence in Books.	ET AS	Termly
	<b>Nurture-</b> To provide a safe learning environment, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.	The Nurture group is a small class of pupils (no more than 6). Its composition is carefully thought-out to create a balanced and functional group. The Nurture group is part of the school's Inclusion Provision; it's purpose is to offer children opportunities to re-visit early learning skills which may remain underdeveloped or missed completely, and to promote and support their social	Monitoring the behaviour and achievements of children attending the Hive and the Nurture group is very important to us. Progress, outcomes and feedback will be shared in different forms from daily records (via home-school books), weekly phone calls home, and informal 'drop-in' coffee mornings, to more formal procedures including the use of assessment tools – the Boxall Profile and Goodman's SDQ for example,	KC,	Termly

		and emotional development, along with building independence and resilience.	oral reporting to parents/teachers, and written reports as part of the school's statutory requirements. To this end individual half termly record sheets will be used to monitor, assess, record and report on each child attending Nurture group intervention.  See Attached case study.		
	<b>Project Inc</b> Art workshops: A provision in the Northern part of the County to link learning and focus students on attending school to boost attendance and boost Art GCSE grades	All students given an individual tutor in a group of 4 students. Personalised lessons set to fill gaps in knowledge, driven by the art teacher at Oakfield. Home learning tasks to extend, stretch and challenge and link learning. GCSE Booster sessions prior to the external exam preparatory period.	Attendance and outcome at GCSE grade.	NR	Covid restrictions apply. Due to this. This provision may not apply Transport is also problematic. <b>£145 per student, per session. Termly bookings only Budget; 2 pupils per year; £11,310</b>
	Use of <b>Safe Opportunities</b> to deliver careers advice and guidance to students	Gatsby Benchmarks requires all students to be given careers advice and guidance from a professional careers person.  The number of NEET students in a PRU setting is very high	Destinations of students across three years	RD, PL	<b>£1350 per student, per provision. Currently 3 students; £4050</b>

	<b>Reaseheath College</b>	<p>Improve the aspiration of students by providing the opportunity to take part in vocational qualifications.</p> <p>Improve the chances of students being successful post 16 by giving them a taste of college life and the wider world</p>	<p>Completion of qualification</p> <p>Destination of post 16 students</p>	RD, PL	<b>Year 10 pupil; £796 (currently 3; £2388)</b>
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Focus	Action / Approach	Rationale and Research	Measuring Impact	Staff Lead	Review? Cost?
<p><b>Targeted Academic Support</b></p> 	<p><b>Mymaths</b> online learning package implemented to strengthen students' knowledge and understanding.</p>	<p>All students given an individual login. Personalised lessons set to fill gaps in knowledge. Home learning tasks to extend, stretch and challenge. GCSE Booster packs employed to prepare students for GCSE mathematics exams. Mymaths lessons used for Off-site students. Students can engage with Mymaths in the event of school closure</p>	<p>All scores are recorded and progress is shown. Students are expected to score over 75%. Students repeat task if score is below. Students can apply knowledge and skills to solve problems.</p>	PI,DS	Termly £499, £1497 per annum
	<p><b>Boxall Profile</b> -Form tutors to complete the online assessment to consider the social emotional, mental health (SEMH) and wellbeing of the young people in the Form group.</p>	<p>Young people become engaged with their education and develop strategies to manage their own behaviours to overcome barriers to learning. To measure the SEMH and wellbeing of young people. To support in early identification of difficulties. To suggest strategies to support learning plans. Bespoke target setting and interventions for individual needs</p>	<p>Diagnostic reports based on assessment. Reviewed twice yearly to measure progress</p>	TCS	£325 per year

	<b>RENLEARN</b> online learning package implemented to improve Literacy skills and foster a greater love of reading.	Students are provided with an individual login which enables them to complete assessments either in the classroom or a home. Once an assessment has been completed, students are given access to detailed feedback. This feedback enables the teacher to set personalised intervention targets, and to stretch and challenge where necessary. RENLEARN can also be used for Off-site Tuition students, plus students can access the assessments in the event of a school closure. RENLEARN eliminates the need for paper-based assessments and marking, giving teachers more time to get back to teaching.	STAR Assessments allow teachers access to students' raw data and assessment results. Reading ages are provided, plus attainment tracking is available through Student Growth Percentiles. Students can look at areas where they need to improve and repeat assessments of necessary.	NC, DM	<b>£781.45 per year</b>
	<b>TA Support</b> in English and Maths and Science	"Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average". <b>The EEF Guide to Pupil Premium Spending</b>	Half termly data capture.	PI NC ET	<b>£29,155.82, based on 50% PP ratio in class, based full capacity figures.</b>
	<b>Precision Teaching</b> teaching strategies for increasing levels of fluency and accuracy.	A programme to meet the needs of an individual pupils who are experiencing difficulty reading and spelling. The programme will help maintain and acquire reading skills. To support specific pupils with accuracy and fluency.	Student survey/ student voice. Half termly data capture.	JP	JP 1hr per week. <b>£14.38 p/h, £560.82 per annum</b>
	<b>EAL student support</b> We have staffing for this support when required.	Planning for EAL learners requires careful consideration of the curriculum context and provision of appropriate scaffolding to enable access to the curriculum.	Specialist EAL assessment tools. Provided by TEFL qualified staff. Half termly data capture.	DD	<b>£14.38 p/h, £560.82 per annum</b>

		Also help to liaise with families.			
	<b>Beat Dyslexia</b>	Step by step multi-sensory literacy programmes.	To help pupils that are struggling to read, write and spell. A literacy programme for Dyslexia pupil's. Each book contains worksheet and reference sheets to help with Handwriting. Testing all pupils in September and on entry to school. All pupils termly. If not every 6 months depending on need.	JP	£129 for the year subscription £2243.28 per annum staff costs

Focus	Action / Approach	Rationale and Research	Measuring Impact	Staff Lead	Review? Cost?
<p><b>Wider Strategies</b></p> 	<p><b>PFA-</b> The term "Preparing for Adulthood" is used to describe the process of moving from childhood into adulthood. All young people should have equal life chances as they move into adulthood. At present PFA is used as a Form time activity to help, reward and engage students. This link directly with the schools BFL policy. Ready Respectful, Safe and develops</p>	<p><b>Higher Education</b> and/or <b>employment</b> - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies</p> <p><b>Independent living</b> - this means young people have choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living</p> <p><b>Participating in society</b> - including having friends and supportive relationships, and participating in, and contributing to, the local community.</p> <p><b>Being as healthy as possible</b> in adult life - ensuring access to the right health professionals who understand the young person's learning difficulties and disabilities.</p>	<p>Students show a <b>reduction in behavioural incidents</b>. Linked to BfL policy,</p> <p>Increase in <b>attendance</b>.</p> <p>Students creating sense of comradery within their form groups.</p> <p><b>Boxall Profiles</b> show improvement</p>	AS, Form Tutors	£350 per form, £2100 total

	vital skills that they may not have developed as of yet.				
	<p><b>Enrichment planned</b></p> <p>Breakfast Club, Drop Everything and Read,</p> <p>Wide range of out of school activities that are linked to the BFL Policy.</p>	<p>EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.</p> <p><b>EEF +5 months</b></p>	<p>Feedback from pupils and parent.</p> <p>EEF - schools who run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils.</p>		Termly
	<p><b>Uniform</b> students have a polo shirt, This is far from a uniform but gives students a sense of belonging to the school and creates a positive identity.</p>	<p>A school uniform teaches students to dress smartly and take pride in their appearance. Uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment, allowing students to perform better academically.</p>	<p>Look at number of students wearing the polo shirt. Recorded daily.</p>	<p>GB ET NR</p>	<p>£14.17 per t-shirt, 2 given to each pupil £821.86, based on current PP numbers</p>
	<p><b>Visyon-</b> Counselling service to help support the emotional health of children. Services include: One-to-one therapy Therapeutic group work</p>	<p>To offer a specialist trained counselling service to give students with SEMH worries concerns and feelings.</p>	<p>Boxall Profiles, Reports provided by Visyon to inform teaching strategies.</p>	<p>NR</p>	<p><b>£185 per session, 1 visit per week, booked termly. £7215 per annum</b></p>

	Family support work Therapeutic play Creative activities Mentoring Cognitive behavioural therapy Solution-focused brief therapy Parent support groups				
					Total:£63,009.05

6. Review of expenditure				
Previous Academic Year	2019-2020			
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<b>Reaseheath College, Yr 9</b>	Student have a morning a week learning animal care, this allows preparation for college and introduces students to a variety of animal care methods and is designed to give them an introduction into the animal care industry. Students are introduced to a range of animals, from farm to exotic reptiles. This helps develop and broaden students interests and develop their empathy and instils a sense of responsibility and respect for life.	Students to gain an interest in animal care Attendance figures? (PL and RD to add detail)	Students have gained a positive Educational experience from another provider. This was very successful and fully engaged the students. This will continue to be provided.	£3108
<b>Reaseheath College, Yr10 &amp;11</b>	Students attend one day a week and study a City and Guilds level 1 or 2 qualification in a range of subjects Motor Vehicle, Construction, Animal care, Equine, Horticulture, Agriculture, Catering/ Food tech. Enabling further progression and develop a vocational interest, helping to reduce NEET Figures.	Students studying City and Guilds Qualification Destination of post 16 students. (PL and RD to add detail)	Students have gained a positive Educational experience from another provider. This was very successful and fully engaged the students and enables student progression in the future (NEET). This will continue to be provided.	£1942.5
<b>Project Inc</b>	This is based in Macclesfield and students attend one day a week. Project Inc. provides Alternative Creative Learning for our KS4 students. They deliver a Creative Curriculum within an alternative setting, for students who will make positive progress exploring Art, Design and Creativity. Helping engage and increase attendance, attainment and improving students wellbeing.	Evidence of impact of students attending this provision. Last year 1 pupil PP attendance improved from 62% to 100%. Communication is strong with the school. · Project inc assess pupils half termly 'Whenwebs' and a report is sent to the school.	This initially was offered to students who came from the Macclesfield area. It helped greatly with re-engaging some very vulnerable students. Attendance was raised greatly. May be used again to raise aspirations and attendance.	£15,283
<b>Changing Education</b>	Changing Education provide one day a week of assistance within school to help gain work	Initial assessment completed with students – behavioural,	Restricted so far this academic year due to Covid. Will use to gain work	£12150

	placements for students. The Changing Education team deliver comprehensive work experience packages the work experience is vital in helping young people make the right choices and realise their potential. Such experiences can be pivotal for young people in deciding which career path to take and can be an important first step into the world of work. Reducing NEET figures (under review	educational, social, reasons why not being successful. · Increase employability · Reduction in NEET. · Case study – children who didn't have aspiration, was unsure, felt pressure / young carer eventually started work experience, 1 hour a week, and built up his confidence to work 8 hours a week for 6 – 7 months. This student has now enrolled on a music, media and social studies course post 16. Evidence of his increased confidence and aspiration. · All students benchmarked on the CDI Gatsby Indicators and impact can be seen.	placements for some students. Depending on Covid restrictions.	
<b>Safe opportunities</b>	Safe Opportunities work with students supporting them during their schooling, to ensure they are given every opportunity to move in to paid employment. Co-ordinate meaningful work experience and placements ,reducing NEET figures		Restricted so far this academic year due to Covid. Will use to gain work placements for some students. Depending on Covid restrictions	£4050
<b>Targeted support</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Renaissance Learning	Reading and writing are the necessary foundations upon which all further learning is built on. Here at Oakfield Lodge School, we want are students to have a positive future when they leave by helping them to flourish	Renaissance Learning – used by all students to increase progress in Reading. Online system, not under exam conditions, completed in	Students reading ages progress. All students have demonstrated engagement in this. This will continue to be offered next year.	£1953.93

	<p>academically and develop a lifetime of learning. Every student is unique, and they all learn in their different ways and at a different pace. Renlearn enables teachers to evaluate the attainment of our students and then customise their learning accordingly. Assessments are undertaken in non-threatening, secure environments which enables the student to develop their working practices towards achieving their learning objectives and longer-term goals. Used in thousands of schools across the United Kingdom, Renlearn helps teachers to monitor students' regular reading practices. It also provides information that is needed to ensure that students are reading regularly and understanding the texts that will best develop their reading skills.</p>	<p>small groups. All students start at the same place and accelerates with them. Instant reports are produced which are used with class teacher to inform students of their next steps. Feedback is instantaneous to the children. ZPD (Zone of proximal development) tailors books based on a student's responses. · Data is produced to enable the English lead to review progress, and measure impact of the student's reading.</p> <p>Reading ages can be collated to show progress from baseline.</p>		
<b>Wider Strategies</b>				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<b>Food &amp; Provisions</b>	To provide all of the food and provisions on site for the students, this includes a Breakfast Club, this provides a safe, secure environment before school, where students can have a decent breakfast with their peers. It also helps install a	All students have a food at provided throughout the day Breakfast club, Lunch and ingredients within Food Technology lessons.	Due to Covid restrictions breakfast club has been restricted to cereal bars and a juice. This will revert back to a more substantial offer after restrictions.	£7898

	sense of comradery and helps improve attendance and punctuality and improve behaviour. Lunchtime all meals are provided to all students enabling them all to have a nutritious meal helping to improve their diet and increase their concentration during afternoon lessons and can potentially decrease health inequalities Food technology ingredients are provided to all, this is to enable students to learn key life skills and to be able to make healthy informed choices, knowledge about ingredients and cooking techniques and budgeting. Encouraging students to adopt a healthy lifestyle.	Students engaged with learning having been provided with nutritious meals. Students developing life skills with Home Cooking Skills Btec. 100% of students in school partake in Food during the academic year.		
<b>Uniform</b>	We have bought all students a polo shirt, This is far from a uniform but gives students a sense of belonging to the school and creates a positive identity.	95% of students on site are wearing their Polo Shirt and this is linked to rewards for doing so.	Monitored during the morning search and JP to work with Form Tutors to ensure all students are wearing uniform.	£3828
<b>Reaseheath clothing</b>	Overalls and boots provided, PPE for practical activities at the college	100% of the students attending Reaseheath able to access the courses provided by the college. Due to correct PPE.	Students allocated set PPE to meet with Covid restrictions risk assessments.	£51.65
<b>Love Music Trust</b>	Provides peripatetic teacher to deliver one to one Drumming and Guitar lessons. For some of our pupils, we have noticed a reduced level of anxiety whilst participating in musical activity which in turn impacts on improved social behaviours, increased focus and attention and improved communication skills.	%Of the students Attendance improved and behavioural etc improved....	Due to Covid restrictions this has had to stop. Hoping to start back after half term.	£705
<b>Trips</b>	Within the last year we have had trips to Chester Zoo, Cheshire Agricultural Show these are often done as a reward to students and give them an incentive, These are also linked to work that is done at Reaseheath Agricultural College. We have also ran a trip with the charity	School trips provide unique opportunities for kinaesthetic learning i.e. 'learning by doing' and encourage students to engage with people, places and buildings	Due to Covid restrictions these have been reduced this year.	£1176.81

	Prison Me No Way which provides real life learning experiences for students, to help reduce risky behaviour and prevent them becoming involved in crime.	in new ways. ... Hands-on learning activities outside the classroom often lead to better achievement, standards, motivation, personal development and behaviour. Reduction of students going onto commit crime.		
<b>Enrichment</b>	This covers a range of activities within our Preparation for Adulthood, At present PFA is used as an afternoon activity to help, reward and engage students. This link directly with the schools BFL policy. Ready Respectful, Safe and develops vital skills that they may not have developed as of yet.	Students improved effort and concentration in lessons. Lesson monitor scores show that students engage with BFL policy with 90% of students qualifying for the PFA activities.	Due to Covid restrictions and Catch up curriculum this has been reduced to set days per year group and are being conducted on site.	£2791
<b>Total Cost</b>				<b>*£54,937.89</b>

*\*We have received **£34,128** for the academic year 2019- 2021. Up to now the money is spent on the whole cohort due to the fact that all of our students are vulnerable by the nature of being at a Pupil Referral Unit. Our main aim is to gain an outlet for students and try and break the cycle and make them into more productive members of our society and to try and avoid the downward spiral of students going on to offend. Preparing them for adulthood and improving their life chances.*