

Oakfield Lodge Pupil premium strategy statement

This statement 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 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	Oakfield Lodge
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gemma Bailey Head teacher
Pupil premium lead	Andrew Suter
Governor / Trustee lead	Mike Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,460
Recovery premium funding allocation this academic year	£5,220
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	£40,680

Part A: Pupil premium strategy plan

Statement of intent

Oakfield Lodge is a short stay school in Cheshire East, our intention is that all pupils, regardless of the challenges they encounter or their backgrounds, make good progress. Even though disadvantage in itself is not a barrier to learning, our disadvantaged pupils often face a range of challenges to their learning which arise both at school and within their home environments.

Oakfield Lodge is committed to allocating the pupil premium funding in a way that will have the greatest impact on attainment and achievement. Funding has been allocated based on personalised learning of pupils and on research and evidence using guidance from a tiered approach to Pupil Premium, to improving teaching, targeted academic support, and wider strategies

[Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

We believe that high quality teaching is key, especially within the areas of the curriculum and wider contexts within school that our disadvantaged pupils find most challenging. Our strategy is designed to help create an individualised approach in order to provide our disadvantaged pupils with the ability to succeed, not only within our setting, in their learning but also within the wider world. The strategy highlights the needs of pupil premium pupils in particular, however, the challenges and outcomes are relevant for all of our pupils who will also benefit from our approach.

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	Literacy – Students often have low literacy levels due to being out of educational settings for some prolonged periods of time.
2	Concentration Levels - Inability to concentrate in classroom setting.
3	SEND and undiagnosed SEND needs from previous educational settings
4	Missed learning/gaps in knowledge due to lack of engagement and exclusions at previous school settings.
5	Attendance- Low Attendance at previous educational settings, students and families within a habitual cycle of non-attendance.
6	Exclusions from school can be the first stepping stone to social exclusion within society.
7	Anxiety- Students maybe experiencing emotional or behavioural difficulties, including problems with anger, mental health issues, and school phobia/refusal
8	Attachment Issues- 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.
9	Social deprivation and Low Aspirations many of our students may be exposed to alcohol and drug related issues and associated criminality and have the lack of positive role models.

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
Improve Attendance for individual students and as a whole school cohort.	Attendance officer working with students and families creating a positive relationship with school. Students engaging with Mentors and re-engaging students within the learning process. Students Improve

	Attendance in line or above similar settings Nationally-66% (Oakfield Lodge 64%)
Reduce Exclusions of students from their mainstream settings. To re-engage students into an Educational routine/ environment.	Improved exclusion rate compared to previous setting (compiled on an individual basis). Also in line with similar settings Nationally.
Reintegration- The aim is to reintegrate the child into mainstream education as soon as possible.	Students involved in a Nurture program at KS3 enabling pupils to move to their "Forever School". 62.5% settled 2019/20
An improvement in the cognitive development and behavioural traits	Boxall profiling- Individualised, achievable targets for social and emotional aptitudes are then set for the student which are reviewed and re-assessed periodically.
Students will develop their cultural capital, aspirations and employability 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 NEET and for students to develop an understanding of other cultures

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: £ 10014.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
NPQH and NPQML CPD 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..." The EEF Guide to Pupil Premium Spending	1, 2, 3,
Marking Feedback (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.	2, 3, 4,
Nurture- 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 and emotional development, along with building independence and resilience.	4, 5, 6, 7, 8,
Use of Safe Opportunities and Changing Education 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.	7, 9,
Reaseheath College	Improve the aspiration of students by providing the opportunity to take part in vocational qualifications. Improve the chances of students being successful post 16 by giving them a taste of college life and the wider world	5, 6, 9,

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

Budgeted cost: £ 22459.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mymaths online learning package implemented to strengthen students' knowledge and understanding.	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	2, 4,
Boxall Profile -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.	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	3, 7, 8,
RENLEARN 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 at 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.	2, 3, 4,
TA Support 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	2, 3, 4,

	additional months on average". The EEF Guide to Pupil Premium Spending	
Precision Teaching 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.	2, 3, 4,
EAL student support 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. Also help to liaise with families.	2, 7
Beat Dyslexia	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.	3, 4, 7

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

Budgeted cost: £8094.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
PFA - 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	Higher Education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies Independent living - 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	4, 9

	Participating in society - including having friends and supportive	
Enrichment planned Breakfast Club, Drop Everything and Read, wide range of out of school activities that are linked to the BFL Policy.	EEF - schools who run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils. EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support. EEF +5 months	2, 4
Uniform 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.	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.	2, 7, 9
Visyon- Counselling service to help and support the emotional health of children.	To offer a specialist trained counselling service to give students with SEMH worries concerns and feelings.	6, 7, 8, 9

Total budgeted cost: £ 40,568.28

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria
Improve Attendance for individual students and as a whole school cohort.	There has been significant improvement in engaging PA students this academic year though case work within the safeguarding team however there has been a significant increase in whole school cohort during 2022 – 2023 rising from 42 – 59 pupils Attendance for PP pupils during 2021 – 2022 – 77.66% 2022 – date – 64.21% Increase in SEND pupils, those with pending EHCPs, those who are LAC and those waiting for specialist provision have significantly affected this year's attendance to date
Reduce Exclusions of students from their mainstream settings. To re-engage students into an Educational routine/ environment.	Exclusions over this past year have increased although our cohort is now significantly larger than last year (Up 1/3). Nationally exclusions are up particularly in the North west of England (Ofsted release 25.11. 22).
Reintegration- The aim is to reintegrate the child into mainstream education as soon as possible.	Due to increased behaviour in mainstream secondary schools and the increase in send needs of our current cohort, returns to mainstream settings remain low and problematic. Increased number of students are awaiting specialist placements.
An improvement in the cognitive development and behavioural traits	Boxall profiling- Individualised, achievable targets for social and emotional aptitudes are then set for the student which are reviewed and re-assessed periodically.
Students will develop their cultural capital , aspirations and employability skills.	For all upper school PP (and non PP) students to engage with college and/or work experience (Reaseheath & Safer Opportunities and Changing Education). For 0% of students to be NEET and for students to develop an understanding of other cultures

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
Accelerated Reader	Renaissance Learning
MyMaths	Oxford University Press
Boxall Profiling	Nurtureuk

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A