

Pupil premium strategy statement

School overview

Metric	Data
School name	Oak Field School
Pupils in school	165
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	£68,695
Academic year or years covered by statement	2020-2021
Publish date	8 th July 2020
Review date	4 th November 2020
Statement authorised by	Patricia Lewis
Pupil premium lead	Matthew Riley
Governor lead	Sarah Bustard

Disadvantaged pupil barriers to success

Effective Communication Strategies
Unmet wider needs for additional communication with and school and support from specialist community services and interventions.
Unmet Sensory Integration Needs

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils will continue to demonstrate an increased engagement with learning by accessing a personalised curriculum.	Pupil attainment will show that all pupils are meeting or exceeding their curriculum targets, Achievement Profile targets and making at least expected progress towards their EHCP outcomes	July 2021
Support families to engage with school, signpost to specialist community-based services.	Children's physical and mental health is positive, school records show reduced or effectively managed concerns. Access to learning plans are up-to-date and their impact tangible in learning records. E.g., Use of AAC	July 2021

	to improve reading and writing, physical access to effective learning positions.	
Pupil's Sensory Integration Needs are assessed, and programmes and changes are effected in response.	Fewer behaviour incidents recorded for these pupils.	July 2021
Attendance and punctuality are maximised	Attendance, punctuality data and info for PP pupils reflects positive impact of intervention, as appropriate.	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1	The Sensory Integration needs of all pupils are planned for and responded to increasing access to and progress within curriculum learning.
Priority 2	Enhance the teaching team skills to deliver year 2 to 4 of the renewed curriculum model and pupil's personalised strategies.
Barriers to learning these priorities address	Pupils access to learning through the meeting of a range of complex needs
Projected spending	£11,000

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Pupils at the earliest stages of communicating have defined strategies and resources that make learning possible across the curriculum.	Interventions supporting pupils is detailed in their Communication Profiles is widely shared and reflected in daily practice. Pupils' learning records illustrate their consistent access and use of communication strategies to make cross-curriculum achievements and progress. Communication with families illustrates shared approach.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Communication interventions across KS2 and 3 for all disadvantaged pupils that are pre-using speech or at the early stages of speech.
Priority 2	High quality Phonics teaching and support from KS1 through to KS4.
Barriers to learning these priorities address	Diverse needs, abilities and starting points for children.
Projected spending	£32,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Triage, signpost to and support with children's families to access local authority, community or school-based services that can build the opportunities for children to access education, stay safe and take part in broader opportunities.
Priority 2	Expand the Sharing and Supporting Learning with Families Programme, focussing on access to the SeeSaw site, MS Teams, regular phone contact. Examining reasons for low or no engagement, and provide interventions that bridge identified gaps.
Barriers to learning these priorities address	Restricted opportunities for families to interact with school in ways that can effectively share this type of information and detail.
Projected spending	£25,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by Level 3 Teaching Assistants.
Targeted support	Ensuring enough time for school Communication Intervention Lead to plan and assess personalised strategies with individuals and small groups	Communication lead paired with part-time teacher 3 days a week to plan and assess personalised strategies with individuals and small groups
Wider strategies	Enough time to plan and deliver new programme of civic activity	Lead teacher now supported by two assistants