



Oak Field School: Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the coming academic years and the effect that prior spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oak Field
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Patricia Lewis
Pupil premium lead	Matthew Riley
Governor / Trustee lead	Sarah Bustard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,625
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	£79,625

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for all pupils, but specifically those at a disadvantaged starting point.

Disadvantaged pupils on roll at Oak Field frequently have significant communication and social interaction needs, which therefore forming a key focus of our targeted teaching interventions.

Our objectives for all pupils, but specifically disadvantaged pupils are:

- To communicate and express their hopes, wants and needs effectively and to a growing range of people.
- To learn from and access rich opportunities that might be outside their routine daily experience.

Many families are stretched by the pressures of caring for children with multiple needs, include some families with multiple children with significant special educational needs and disabilities. The families of disadvantaged pupils find it difficult to access the support they need and are entitled to from the relevant services and authorities, which often impacts on attendance. For example a child's respiratory condition might need additional planning and liaison with medical teams, specialised transport and staff training.

At the forefront of our pupil premium focus is sustaining and further raising the quality of teaching, maximising the opportunities for pupils to learn whilst balancing a complex mix of support. Mentoring and coaching of newer staff, alongside effective (and relevant) professional development for all staff forms a key principle of our approach.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations show that disadvantaged pupils at Oak Field face communication barriers. This includes challenges in communicating and expressing their hopes, wants and needs. Disadvantaged pupils are frequently working towards

	using spoken language or have limited language and social interaction difficulties. 58.5% of the school cohort identified as disadvantaged are working towards using spoken language.
2	<p>We are clear from our experiences supporting pupils and families, admissions information and observations that disadvantaged families struggle to access the support services they need.</p> <p>For example sign posting to or supported contact with equipment providers, training, social activities and health services.</p> <p>We understand from caseload data that families struggled to navigate health and support referral processes.</p> <p>Poor attendance is frequently amplified by the complex support needs of pupils on roll at Oak Field School. For example: the number of health appointments a pupil needs to attend, access to transport for complex health, or other siblings also with complex needs.</p>
3	Through observations of and conversations with pupils and their families, we find that disadvantaged pupils generally have reduced access to rich culture and opportunities for community and social participation.

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
That disadvantaged pupils improve their key skills (Communication, reading, maths, regulation), relative to their starting points as identified through baseline assessments.	<p>EHC/Achievement Profile case studies and termly reporting.</p> <p>Intervention planning, assessment and recording.</p>
Improved language comprehension for disadvantaged pupils so that they can independently understand key words, signs and symbols.	<p>Intervention planning, assessment and recording.</p> <p>Reading progress information and records.</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Through achievement of EHC plan termly outcomes and Communication Profile Outcomes.</p> <p>Through Speech and Language RAG rating of support required assessment.</p>
Disadvantaged pupils have greater confidence and independence to help	Through observations and discussions with pupils and their families.

them engage more with the wider community, learn from and access high quality cultural capital and prepare for adulthood.	Community Participation and Oak Field Experience records
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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: £43,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring of early career teachers.	<i>EEF: Putting Evidence to Work: A School's Guide to Implementation</i>	1
Coaching of all teachers to enhance communication interventions	Higgins, S. et al. (2017) Sutton Trust - Education Endowment Foundation Early Years Toolkit Communication and language approaches, London: EEF. https://educationendowmentfoundation.org.uk/evidencesummaries/early-years-toolkit/communication-andlanguage-approaches/	1
Phonics training and mentoring. £3,350	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1
Induction and professional development for all staff.	<i>EEF: Putting Evidence to Work: A School's Guide to Implementation</i>	1

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of an additional day per week of Communications Interventions Lead, and 40% Academic Mentor Teaching / Assistant time.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law_et_al_Early_Language_Development_final.pdf?v=1629121346 https://www.researchgate.net/publication/11840293_Emergent_and_Early_Literacy_Interventions_for_Students_with_Severe_Communication_Impairments	1

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

Budgeted cost: £ 31,989 (FSO) + £6,400 (Music) £4900 (AR/Dance) = £43,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	https://www.annafreud.org/media/9165/supporting-schools-to-engage-with-all-parents-and-carers-booklet.pdf https://researchschool.org.uk/unity/news/working-with-parents-to-support-childrens-learning-context	2
Support Arts Participation through the	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3

deployment of specialist Arts Leaders e.g. dance, augmented reality, music practitioner specialising in ensemble	EEF: Arts Participation	
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Total budgeted cost: £ 95,689

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.

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 and are 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.

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

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