

# Oakfield Academy Pupil Premium Strategy Statement

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 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 academy.

## School overview

Detail	Data
School name	Oakfield Academy
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 years)	2022 - 25
Date this statement was published	October 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Miss Emma Wilkes Headteacher
Pupil premium lead	Mrs Emma Thomas Deputy Head
Governor / Trustee lead	Ms Melody Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,670
Recovery premium funding allocation this academic year	£28,146
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

## Part A: Pupil premium strategy plan

### Statement of intent

To put strategies in place so that pupils eligible for Pupil Premium are not disadvantaged by their socio economic circumstances and will therefore close the gap between PP and non-PP pupils.

To review every PP pupils' needs and individual circumstances in order to ascertain how to maximise progress.

To continue to develop and enhance quality first teaching which will enable every pupil, including those eligible for Pupil Premium, to make or exceed expected progress.

Scholarship:

A **knowledge-rich** curriculum **challenging** us to **think, question and problem solve**. Our curriculum inspires **curiosity** and develops determination and **resilience**.

Citizenship:

An **inclusive** curriculum which is **enjoyable, exciting and engaging**; enabling pupils to understand and reflect on the world around them; supporting them to grow into **well-rounded members of the community**.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Pupil attendance</b></p> <p>Last year our attendance figures are in line with the national average for secondary age pupils, whilst this is reassuring, it remains an area of focus for improvement as our ambition for pupil attendance is much greater.</p> <p>Over the academic year we have had a higher proportion of pupils considered persistently absent (19.8%), this is significantly higher than our usual rates yet has decreased over the year through successful targeted work with individuals and their families.</p> <p>We have noticed a rise in the number of pupils being marked late for school, this will be closely monitored and a focus for the academic year.</p>

	The gap for our most vulnerable groups has increased, the difference between EAL and not EAL is 3%, Pupil Premium and non-Pupil Premium is 6%, SEND and not SEND is 6%, Traveller and not Traveller is 0.6%%. These will remain a focus for this academic year.
2	<p><b>Pupil behaviour</b></p> <p>Our external suspension rates were high over the last academic year, particularly for those who are SEND as well as Pupil Premium. Some pupils across the academy have struggled to meet academy expectations and have displayed high level behaviour which at times has been dangerous. There is a higher level of more complex need across the academy which has been exacerbated through covid.</p> <p>Over the last academic year 47 Internal Suspensions for 31 pupils were recorded. We are closely monitoring the impact of the Internal Suspensions to ensure they are restorative and reflective providing the pupil with the necessary strategies to improve their behaviour within our community.</p> <p>An analysis of the number of behaviour and achievement points recorded by different teaching staff shows that there are inconsistencies. Whilst individuality across the teaching profession is important, consistency using the behaviour system is also important. We are working with staff on when and why we record behaviour in SIMS and have simplified the recording of achievement and behaviour points to improve consistency.</p>
3	<p><b>Parental support for engagement for attendance to interventions</b></p> <p>Due to a high number of absences for pupils attending after school interventions as well as a high number of parents who would not give their permission for their child to attend interventions; we decided to run interventions during school time where possible and trialled different times in the school day. We are looking to encourage our most disadvantaged pupils to experience a wider range of opportunities that are on offer. Strategies such as positive discrimination and the 'Golden Ticket' are planned.</p>
4	<p><b>Pupil Attainment</b></p> <p>To reduce the attainment gap in Reading, Writing and Maths to less than 15%.</p>
5	<p><b>Pupil Progress</b></p> <p>To reduce the progress gap in Reading, Writing and Maths to less than 15%.</p>

## 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
To increase pupil progress	The proportion of pupils making good or better progress is equal for both pupil premium and non-pupil premium pupils in years 6 and 8 using Star reading and Maths scaled scores as a measure.
To increase pupil attainment	The proportion of pupils reaching 100+ is equal for both pupil premium and non-pupil premium

	pupils in years 6 and 8 in English and Maths using SATs scaled scores and GL assessment standardised scores as a measure.
To increase pupil attendance and reduce the cases of persistent and severe absence	To reduce the attendance gap between those eligible for pupil premium and those not eligible for pupil premium to 2%. To reduce the number of pupils eligible for pupil premium classed as persistently absent from 19.8% at the end of this academic year. To reduce the number of pupils who are late to school in the morning.
To decrease low level disruption To decrease the number of external suspensions	There are fewer incidents of low-level behaviour incidents across the academy, to less than 4819 behaviour incidents recorded. To reduce the number of external suspensions for pupils eligible for pupil premium to below 65%.
To increase parental engagement	To increase pupil engagement with extra-curricular opportunities to more than 50%.

## 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: £37, 867

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appraisal structure aligned with departments.	Head of Maths and English increase line management role to support the development of Maths and English. Aligning specialist Maths and English teams in KS2.	4 & 5
Developing high quality teaching	Trust development to advise on priority areas. Attendance to MNSP Trust on professional learning events. Regular HoD and SLT learning walks which feed into subject reviews. NPQs – paying for supply. Middle leadership development opportunities including: PSHE, Inclusive Classrooms, Teaching expectations.	4 & 5
Refreshments (retention)	Inset days, twilights and daily refreshments	4 & 5
Significantly reduced Y5 class sizes Extra Y6 Teaching groups for English and Maths	This strategy reduces pupil numbers in English and Maths groups and enables an extra class to offer a bespoke curriculum.	4 & 5

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

Budgeted cost: £115,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cookery intervention	Weekly intervention throughout the academic year. Aim to boost self-esteem, offer enrichment and improve attendance.	1 & 2

Academic boosters	Boosters in English and Maths weekly throughout the academic year. Aim to improve progress for selected pupils.	4 & 5
Homework Clubs	10 hours a week @ £14.50 per hour. TA led.	3
Catch Up	Daily intervention for pupils to attend to support academic progress.	2 & 3
Third Space	KS2 weekly 1:1 intervention. Reviewed termly.	3
Provision Map	Software to support tracking of interventions across the academy.	4 & 5
School led Tutoring	Application of therapies to bridge identified gaps.	4 & 5
ELSA/Thrive	Termly intervention in S&G to support self-esteem, emotional literacy and resilience which ultimately will impact upon academic progress through attendance and engagement.	1, 2 & 3
Forest School	Half Termly intervention to support self-esteem and engagement in school.	1, 2 & 3
FLG	Individual and group intervention which supports learning needs and access to the curriculum.	1, 2 & 3
Accelerated Reader and Maths software	Star Reader and Star Maths enhances tracking of pupil data, quizzes to ensure pupils are reading for meaning and baseline assessments.	4 & 5
Revision Guides	Revision Guides are provided for our disadvantaged pupils.	4 & 5
Support and Guidance Hub	Individualised programs of support including breaks and lunchtime interventions.	1, 2 & 3
Subsidised peripatetic music lessons	Disadvantaged pupils can have their music lessons subsidised by our pupil premium funding.	1, 2 & 4 & 5
Nurture Provision	Within FLG, Nurture Provision is timetabled to support social and emotional progress.	1, 2 & 3
Targeted Art projects	Disadvantaged pupils are targeted for opportunities to take part in art projects such as Lantern Parade, Clay hands project, Photography project	1, 2, 3, 4 & 5

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

Budgeted cost: £70,205

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance prizes	Tutor groups who achieve 96% attendance each week receive a prize.	1
SLT intervention for pupils at risk of becoming persistently or severely absent.	This targeted approach will support pupils, using a mentoring approach, whose attendance is a cause for concern over a half term period. Previous trial of this intervention has proven successful.	1
Attendance officer	Attendance officer provides support and strategies for intervention for tutors and Heads of Year with attendance.	1, 2, 4 & 5
HoY Behaviour intervention	Targeted approach for individuals using a positive reward card and weekly reward over a half term period.	2
Self-defence intervention	Weekly enrichment opportunity for our most vulnerable pupils across the academy.	1, 2, 3
KS3 girls rugby intervention.	Weekly sports intervention targeting KS3 girls.	1, 2, 3
Mental Health and Wellbeing lead	Time for lead to work with Well Being Ambassadors and to support and drive mental health agenda in school.	1 & 2
Communicating and supporting parents	Edulink as an interface to improve communication with parents	1, 2, 3, 4 & 5
Supporting Careers	New careers lead to continue focus on aspirations across the academy.	1, 2, 4 & 5
Supporting trips	Subsidising trips for those pupils who are disadvantaged.	1, 2, 4 & 5
Extended school time	Library club after school	1, 4 & 5
Breakfast club and meal provisions	Christmas lunch for whole school. Subsidised breakfast club provision for pupil premium.	1, 4 & 5
FLG	Individual intervention with an attendance focus to support pupils into school.	1
Swimming lessons	Subsidised swimming lessons in year 5 and catch up swimming lessons in year 6 for our disadvantaged pupils.	1
Alternative curriculum provisions	Individual alternative provisions are sourced to meet the needs of our disadvantaged pupils.	1, 2, 3, 4 & 5
Uniform and equipment support	Individuals who require support can access financial support for uniform and equipment.	1 & 2

Subsidised cooking	Disadvantaged pupils can have their ingredients covered by our pupil premium funding.	1, 2, 4 & 5
Transition support	Carefully planned transition activities support individuals and groups with transition in year as well as the large transitions into year 4 and into year 9.	1, 2, 3, 4 & 5

**Total budgeted cost: £222,816**



## 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 2022 to 2023 academic year.

Aim	Outcome
To increase pupil progress and attainment	<p>We were not successful in achieving this in Reading or Maths at KS2, however, attainment in KS2 writing was higher this year than last year. The progress gap between PP and non-PP pupils ranged between 20.1% and 44% in English and Maths in years 6 and 8 last year.</p> <p>The attainment gap between PP and non-PP pupils ranged between 12.4% and 19.2% in English and Maths in years 6 and 8 last year.</p>
To increase pupil attendance and reduce the cases of persistent absence	We were successful in increasing pupil attendance over the academic year as well as reducing the cases of persistent absence. Our attendance figures remain higher than the secondary regional and national data.
<p>To decrease low level disruption</p> <p>To decrease the number of external suspensions</p>	<p>Behaviour across the academy is improving, this can be measured through the number of behaviour points recorded as well as the number of achievement points recorded. Informal learning walk evidence suggests that where low level disruption takes place, it is mostly dealt with quickly. Staff voice suggests that there are some pupils who repeatedly disrupt lessons, these pupils have a plan around their behaviour to support them manage their emotions and meet expectations.</p> <p>The number of external suspensions increased slightly from last year. There is a trend to suggest that a high proportion are on the SEND register. This will be a particular focus for next year. The number of external suspensions for pupils eligible for pupil</p>

	premium was slightly higher than those who are not. This will also remain a focus next academic year.
To increase parental engagement	Parental voice has been welcomed this year through a review of opportunities to visit the academy. We have been able to act swiftly to incorporate extra calendar events which has been well received by our parent body.

## 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 (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*