

Pupil premium strategy statement

This statement details our school'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 school.

School overview

Detail	Data
School name	Oastlers School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	81%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	17/10/2023
Date on which it will be reviewed	Review annually
Statement authorised by	Lyndsey Brown (Headteacher)
Pupil premium lead	Catherine Williams
Governor / Trustee lead	Sue Mawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,410 (expected in Apr24 & inc. LAC)
Recovery premium funding allocation this academic year (£552 x 96 eligible learners)	£52,992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£94,546
Total budget for this academic year <i>(This figure includes the LAC funding for our 17 learners in Care. Some of their spend is driven by their PEP)</i>	£258,948

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our pupil premium in a creative, flexible way that will support positive outcomes for our disadvantaged learners. While socio-economic factors are not necessarily the primary barrier our learners face, we do recognise that disadvantage can be a factor that separates them from their peers, particularly in respect to:

- Achievement and academic outcomes
- Personal development
- Behaviour and attitudes
- Employability
- Social opportunities

We believe the way to tackle disadvantage is through quality first teaching offering a well-planned and sequenced curriculum that is based in a deep understanding of pedagogy and assessment but at the same time reflects a broad and balanced curriculum, but also with a keen focus on equipping learners with the knowledge and culture capital they need to succeed in life.

Because our approach is to focus on excellent teaching for disadvantaged learners, we fully expect progress will occur for their non-disadvantaged peers simply because the whole school interventions we will put in place, in turn, raise the standards for all children. Our curriculum is well sequenced, building on what children know and can do, towards cumulatively sufficient knowledge and skills they need for future learning. Our pupil premium is well placed to support resources needed to support those who have experienced lost learning and indeed lost skills due to disrupted learning experiences.

Our strategy has at its heart, the development of reading and literacy skills, particularly for those who have not yet mastered synthetic phonics. The love of books and reading is a key driver for the strategy because we know that without the rich vocabulary necessary for success, those vocabulary deficits widen and with that opportunities reduce.

Our strategy provides learners with bespoke and targeted support to develop essential independent skills and includes access to valuable careers advice and guidance alongside work experience so that they can take advantage of opportunities, responsibilities and engagement in potential economic success.

Additionally, our strategy has a real focus on the recovery of continued mental health difficulties. We understand that many of our learner's experience mental health disturbances, in terms of challenging behaviour that affects learning, and we understand they need support to aid their recovery. Early adverse childhood experiences and trauma can also lead to residual difficulties. Our aim is to help children and young people move into positive

emotional and relational health, which in turn has a positive impact on behaviour and learning.

Rooted in this is a school that at its heart is *Trauma Informed Practice* providing a safe environment for children and young people to flourish and achieve their personal and academic potential. We are a fully inclusive school that is constantly seeking out the most influential and up to date research that underpins our *Trauma Informed* practice to aid emotional healing and wellbeing.

We are committed to this because we know that this empathic approach works, and that continued mental health problems negatively impact on social, psychological and physical health.

Therefore, our pupil premium will also support a number of therapeutic approaches to sit alongside quality first teaching to address the needs of the whole child. Based on this complete understanding of the needs of our learners, with formal and informal assessments in place, we can be sure that we offer them the relevant skills and experiences 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	Achievement on entry generally is significantly well below expected levels, the majority of our Year 7 learners arrive working at Primary Year 2 levels. Research shows that barriers to learning for children and young people with complex needs vary, overall academic progress tends to be lower for those disadvantaged than their peers. The same to be said of vocabulary deficits which also impacts on language acquisition and comprehension.
2	Social and emotional challenges that are long term and complex resulting in mental health disturbance and overall mental health and well-being. The provision of therapeutic interventions, critical for long term healing, are necessary in order to better prepare learners for learning in the classroom. Learners need support to help develop resilience, self-esteem and confidence.
3	Mental health disturbance that are long term and complex are barriers to progress. Offering beyond the expected, learners will have access to a wide, rich set of experiences including opportunities that develop talents and interests to help develop character and interest in the wider community to enrich the cultural capital necessary for future adulthood and participation in the world of work and community.
4	Chronologically functioning well below the age-related expectations. Out of the 23 Y7 learners joining us, 14 have validated SATS results, and of those 14, 4 are working at or close to the national average. Our baseline English assessments show that 35% are functioning at KS2 levels and the remainder are functioning at KS1 levels. Therefore, the focus on reading and literacy is a key challenge to address gaps in comprehension, vocabulary and reading. Early reading skills, particularly phonics, are being tackled so that learners can access more complex texts.

5	Social deprivation: 60% of our learners are entitled to free school meals, far greater than the national average in secondary schools of 22.7%, and Bradford is currently ranked as the thirteenth most deprived Local Authority in England. Long-term poverty and low future aspirations are evident, so we ensure that learners access a highly aspirational offer and gain ambition. No learner will access a reduced curriculum or an offer less than what all parents/carers expect of their school. Access to high quality employer engagement is key to this ambition so that disadvantaged learners are not further disadvantaged in a high pressured marketplace. Ensuring learners are work ready plays a vital role in reducing social deprivation.
6	Impact of Covid-19 on gaps in learning and mental health deterioration continue to be evident in assessment tasks that demonstrate gaps. This means engagement with targeted and bespoke support such as through 1-1 tutoring addresses gaps and lost learning.

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 numeracy and literacy skills, relative to starting points as identified by baseline assessments.	<p>Improved performance as demonstrated by our annual assessment and by the end of the strategy in 2024.</p> <p>An increased number of learners enjoying literacy for the love of it, demonstrated by the evident love of reading and subsequent improved vocabulary and comprehension skills.</p> <p>An improvement of GCSE outcomes, by volume and grade.</p>
Improved vocabulary and language and communication skills so that learners can access more challenging text with more complex terminology.	Outcomes at each assessment stage improving with GCSE grades at end of KS4 showing improvement from predicted grades at baseline.
Improvements in mental health and wellbeing.	Learners benefitted from a wide variety of experiential learning and opportunities for personal development that builds on greater participation in community based activities. Incidences of mental health crisis reduced, with learners knowing how, who or what to access to keep themselves safe.
Learners able to access post 16 destinations with confidence gainfully becoming employed, in further education or training.	By the end of our strategy all leavers will have experienced high quality work experience, high quality careers guidance and access to college or training providers in the same numbers as their peers.

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: £14,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
QTLS costs	Ensuring teachers continue on their pedagogical journey, accessing higher level CPD is critical if they are to be better informed of local and national strategies that support disadvantaged learners.	1
Science CPD	Research informs us that the most motivated and skilled teachers access continued professional development. Evidence tells us that teachers own pedagogical knowledge within specific subjects has a significant impact on learner outcomes.	1
Teaching & Learning Responsibility Payments	Teaching teams with specific, identified responsibilities and accountability make for clearer understanding of pathways that support learning. By constantly building and developing teaching staff consistently translates into improvements in the teaching of the curriculum.	1

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition in the Literacy & Numeracy Workshop and 1:1 tuition for persistent absentees.	Small group interventions are known to impact significantly on individual progress. In the last academic year, those learners having small group and 1:1 tuition made greater progress than they have in prior years, without this intervention. The impact of targeted interventions will benefit those disadvantaged but also those who continue to be phonetically insecure.	1,4,6
Phonics Programme	As a specific resource targeted at reading recovery and wider literacy skills, this aspect of the strategy will support the link between individual need and access to the wider curriculum.	1,4

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

Budgeted cost: £102,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling & Therapeutic Offer	We know that the challenges some of our learner's face are as a result of adverse childhood experiences and/or trauma and loss. Those lived experiences impact (and continue to impact) negatively upon academic attainment and attendance. The strategies we employ are steeped in evidence and research that our Trauma Informed Approaches are proven to help learners to be classroom ready. Our wider curriculum includes careful consideration of the need for experiential learning opportunities, not only to improve cultural capital, but to support mental health and well-being.	2,3,6
Peripatetic music lessons		2,3,6
Attendance incentive		5,
Outdoor Education/ Trips/ Residential/ Forest School/ Swimming/Therapies/ Teambuilding & Resilience skills		2,3,5
Family Support (in addition to the Poverty Grant)		5

Total budgeted cost: £182,020

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.

Assertive Mentoring continues across the school, with Key Stage 3 learners having a focussed lesson each day. This daily input identifies and targets learning gaps in spelling, grammar and maths, supporting learners to progress at their own pace. Assessments take place each half term allowing reflection on skills and knowledge and identifying gaps that still need to be addressed. The results clearly show that this targeted approach is effective, with an average of 43% of learners making more than a full year's worth of expected progress during the last academic year in spelling and grammar and 70% achieving the same in numeracy. The programme has accelerated learning, with a small number of learners achieving 2- or 3-year's expected progress across the subjects.

L'Explore and Ruth Miskin programmes are being used to accurately assess learner's reading and comprehension abilities, bridging gaps through the use of the phonics programme. Regular testing is showing great improvements, with the results in May indicating that 45% of learners had again made progress since they were tested in February, making an average of 7 months progress per month.

The success of small group interventions and 1:1 targeted support for both literacy and numeracy in KS3 led us to create a Key Stage 4 workshop in January 2023. The funding from the National Tutoring Programme enabled 29 learners to each access 2 hours of 1:1 and small group tuition for at least half of the year. On average, this group of learners made 1.6 levels progress in English and 2.2 levels (just above national expected) progress in maths. However, in English, 34% made at least national expected progress and 66% made similar progress in maths with 4 learners achieving more than 2.5 years' worth of expected progress over the course of the academic year. These results prove that the intensive, targeted sessions are helping to make a difference and we will continue work to improve progress and narrow the gap during the next few years.

Our wider strategies, including talking, physical and relaxation therapies, experiential learning, sensory and family support, from 2022/23 have again taken a large proportion of our Pupil Premium Funding, which is to be expected in an SEMH school. Ten learners have engaged in a 12-week counselling programme, and more learners have engaged in Rebound Therapy; Animal Assisted Therapy; Time to Talk; Drug and Alcohol Awareness sessions; relaxation, mindfulness and meditation techniques. Since an increasing number of our learners have a diagnosis of Autism, we used some of the Pupil Premium funding to create a sensory room, helping those learners who are dysregulated when their sensory signals are overwhelmed. Music is also therapeutic and, during the past academic year, more than 20 learners have regularly enjoyed peripatetic guitar, drum or piano lessons with 3 learners achieving a graded exam pass.

Biophilic learning continues to take place through Outdoor Education, residentials, Forest School, swimming lessons and curriculum visits. Learners in all year groups have benefitted from these learning opportunities, which have been key to building self-esteem, improving their cultural capital and supporting their mental health and wellbeing alongside encouraging an innate affinity of life and living things.

Some of our families continue to struggle with some of the basic needs, including food, bedding and uniform and we continue to support these families using additional external grants, as well as the Pupil Premium allocation. With the current economic climate, we will continue to provide any support that we can to ensure that our learners attend school and are not hungry.

We have a small number of persistent absentees who are struggling to engage with school, often due to severe mental health issues. We are continuing to work with these families to try and re-engage the learners; school work is being sent home and a key worker is making regular visits. We have enrolled two of these learners with the Nisai Academy, using a portion of the National Tutoring Programme funding to enable them to access small group tuition from home.

In addition to this, we have launched our own 'Reach Out' offer to work specifically with our harder to reach families within the community. This is providing successful, even in its early days, re-engaging those who have significant absence difficulties.

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
Motor Vehicle Mechanics course	Bradford College
Assertive Mentoring	Assertive Mentoring
AI Reader Analytics	Lexplore

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£320 received in 2022/23
What was the impact of that spending on service pupil premium eligible pupils?	This learner has benefitted from all of the Pupil Premium spend, as have the rest of the learners in school.

Further information (optional)

Additional activity:

Our Pupil Premium Strategy will continue to be supported by activities not funded by the Pupil Premium or Recovery Premium grants. These include;

- Continuing to forge partnerships with external companies and colleges to offer opportunities to learners outside of school. Providing our learners with aspirations to achieve, be that through college courses or apprenticeships.
- Shifting the whole school focus to becoming a trauma informed school, embedding this practice throughout our curriculum and school environment, in order to better respond to our learner's needs and help them to achieve.

Planning, implementation and evaluation:

Reflecting post Pandemic has informed future planning and use of Pupil Premium funding, confirming we must continue to support learners to improve their social and emotional wellbeing in order to improve their learning outcomes. It has made us realise that, not only do we need to continue to provide small group and 1:1 learning, re-focussing on the basic principles of literacy and numeracy, including introducing Assertive Mentoring, we also need to use this funding to improve and increase our therapeutic offer in order to achieve the best outcomes for some of our most unwell learners who continue to battle significant mental health disturbance.

We will continue to monitor progress on a termly basis.