

Pupil premium strategy statement – Oakgrove School

September 2022 August 2023

This statement details our school's use of pupil premium (and recovery 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 this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	65.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Rob Metcalfe
Pupil premium lead	
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,000
Recovery premium funding allocation this academic year	£5365
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53365

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	On entry, pupils are working at academic levels way below the expectations for children of a similar age. This is due in the main to their lack of engagement in previous school settings, being isolated from their peers and not having access to a classroom environment.
2	Pupils are admitted to Oakgrove due to the barriers presented by their social, emotional and mental health difficulties. They have experienced repeated failures and their resilience is low. Recognising and managing their feelings is a challenge making a return to the classroom environment a fearful prospect.
3	Pupils have been excluded from activities involving creative output – art projects and music.
4	Because of the risk associated with behavioural responses our children have not been able to participate in wider, extra-curricular activities, either in school or at out of school clubs, having a detrimental impact on their ability to take on new challenges and develop their emotional resilience.
5	Many pupils arrive at school having not eaten breakfast. Nor do they have access to what may be perceived as a healthy diet and home-cooked food.

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
Pupils engage with learning activities focused on particular areas of need, making progress based on their starting points on admission to Oakgrove.	Pupils engage with their learning in a positive way and make progress in line with peers not in receipt of PPG.
ELSA interventions provided.	Pupils develop their emotional literacy and resilience allowing for greater participation in all areas of school life.
Art workshops delivered to groups.	Specialist art teacher to provide session in which our children can develop their creativity to produce art work for display in school. Pupils achieve a sense of

	achievement from seeing their work displayed around school.
Music sessions delivered.	Specialist teacher from Stockport's Music Service to deliver music lessons. Children develop musical ability and perform to others.
Participation in Residential Visit.	Pupils engage positively with residential visit to Ghyll Head, Windermere. Children will develop resilience and social relationships, whilst accepting the physical and emotional challenges such opportunities provide.
Provide milk to disadvantaged learners.	School milk provided to eligible children.
Provide baking sessions.	Pupil develop life skills and an understanding of how to create healthier foods. Engage with sessions in a positive way, developing relationships and emotional resilience.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 49000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LS Teacher</i> £30,000	EEF evidence states that high quality teaching important lever to improve pupil attainment. LST provided tailored intervention that links to, and compliments, classroom learning. This approach also develops pupil confidence when faced with academic challenge.	1,2
<i>ELSA Interventions</i> £12000	EEF data identifies that targeted academic support is effective when linked to classroom teaching. This approach links directly to the emotional curriculum and compliments the language and approach of classroom practice.	1,2
<i>Art workshops</i> £4000	Targeted academic support delivered with an art focus develops pupils' confidence and resilience. The sense of achievement is translated into their classroom performance.	1,2,3
<i>Music</i> £3000	Targeted academic support delivered with an art focus develops pupils' confidence and resilience. The sense of achievement is translated into their classroom performance. Children perform to groups within school showing their developing resilience.	1,2,3

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

Budgeted cost: £4300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Milk £800	Many pupils arrive at school having not eaten breakfast. Or this reason we provide a healthy snack during the mid-morning period, supplemented with a	1,5

	drink of milk. Evidence suggests that milk both adds to the pupil nutritional intake and also helps with essential hydration and focus during learning sessions.	
Residential £3000	The residential visit, important in its own right (EEF evidence brief) provides a valuable opportunity for children to challenge themselves both physically and emotionally. Linked to individual targets, the activities on offer allow our pupils to develop relationships and push the boundaries of what they believe themselves to be capable of.	1,2,3,4
Baking £500	Linked to the ELSA intervention (see above), our children develop life skills at whilst at the same time using these sessions to open up conversations about their emotional well-being.	2,3,4

Total budgeted cost: £ 53,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Learning Support Teacher: the targeted support to focus on specific areas weakness have ensured that children in receipt of PPG make progress in line with their peers. Teacher assessment evidences that whole school progress for 2021 / 2022 was 2.2 steps in reading, 2.1 in writing and 2.6 in maths. Figures for children in receipt of PPG were 2.1 in reading, 2.2 in writing and 2.5 in maths.

ELSA interventions (and Bakng sessions linked to this intention): 12 pupils have benefitted from interventions. The positive impact on their emotional well-being has been evidenced by greater classroom engagement – an average of 601 minutes lost to learning in September compared to an average of 336 at the end of the academic year. Pupil ability to discuss feelings and challenges within the school environment have also shown calmer play times and pupils being able to support each other to resolve issues. The impact has also been evidenced at home, with parents commenting on how the difference in their children's behaviour has led to a much more positive family environment. The baking sessions have enabled children to continue the emotional well-being development delivered during ELSA programmes but also to learn about healthier food options whilst learning the life skill of food preparation.

Art and Music workshops: the art workshops have allowed pupils additional, dedicated time to explore their creativity. They have produced displays that can be seen throughout school; from the entrance through corridors and in the dining room. A gallery showcasing their creations has been installed for families during school productions. The music sessions have not only developed pupils' musical ability and understanding, but given them a platform on which to develop their resilience by performing to small groups. This has a positive impact on their ability to engage with whole school productions performed in front of family members. We were visited by the music service and received extremely positive feedback with reference to pupil engagement, ability and progression made.

Residential Visit: our disadvantaged pupils have previously been excluded from such activities due to the attendant risk posed by their challenging behaviours. We believe that residential visits offer a valuable learning opportunity, particularly for a pupil population for whom resilience and self – esteem are particular areas of need. During the visit, pupils are inevitably faced with challenges that they believe are beyond their capabilities. All pupil are able to discuss, during post-activity discussions, how they

overcame inhibitors to successfully complete the challenge. Pupils have also described how they can transfer the skills into areas of school life when they return.