

Pupil premium strategy statement – Oakgrove School

September 2023 August 2024

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	86.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Rob Metcalfe
Pupil premium lead	Rob Metcalfe
Governor lead	Eloise Scroggie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51695
Recovery premium funding allocation this academic year	£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>	£51695

Part A: Pupil premium strategy plan

Statement of intent

Oakgrove is a special school for pupils with severe social, emotional and mental health difficulties. At the point of admission, all learners could be described as disadvantaged.

Through the provision of quality teaching, including the opportunity for wider opportunities, we seek to re-engage our vulnerable population, developing resilience and self-esteem so that our children can accept the challenges posed by learning in a school environment.

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. They all have been subject of exclusion and reduced school timetables.
2	To enhance our provision of quality learning offers, CPD opportunities for teaching staff are required to equip them with the skills to deliver learning interventions.
3	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.
4	Pupils have been excluded from activities involving creative output. Traditionally, the fees involved for music tuition are prohibitive for the majority of our families and our pupils' presentation has been a barrier to successful participation in such sessions.
5	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.
6	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.
7	Pupils do not have access to online resources that could assist their engagement with learning beyond the confines of the school day.

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.
Members of school teaching staff develop their skill sin delivering phonics sessions, implementing a daily SSP programme.	Pupils are assessed and participate in regular phonics sessions. They will evidence improvement in reading skills.
ELSA interventions provided.	Pupils develop their emotional literacy and resilience allowing for greater participation in all areas of school life.
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: £736

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD opportunities for teaching staff to deliver dedicated SSP sessions. 4 x staff meetings for teaching staff to develop skills to deliver discreet SSP programme.	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development (EEF Strategy document)	1,2

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

Budgeted cost: £ 56768

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LS Teacher</i> £31500	EEF evidence states that high quality teaching is an 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>Delivery of dedicated SSP programme for whole school population</i> £5168	We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. (EEF)	1,3
<i>ELSA Interventions</i> £13000	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.	1,3
<i>Music</i> £7100	Targeted academic support delivered with an art focus develops pupils' confidence and resilience. The sense of achievement is translated into their	1,3

	classroom performance. Children perform to groups within school showing their developing resilience.	
<i>Laptop provided for one of our pupils to assist with home learning.</i> £246	Enabling access to online learning promotes the motivation and enthusiasm for disengaged learners.	1,7

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

Budgeted cost: £5320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Milk and toast. £720	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 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.	1,6
Residential £4000	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.	1,3,4,5
Baking £600	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.	3,4,5

Total budgeted cost: £62824

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 Baking 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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.