

Pupil premium strategy statement

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 this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oaklands School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Neil Oxley
Pupil premium lead	Neil Oxley, supported by Vicki Shore
Governor / Trustee lead	Mrs Joanna Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,000
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	£105,000

Part A: Pupil premium strategy plan

Statement of intent

The Ethos at Oaklands School is *“The best for all, the best from all”*

Our Mission Statement is,

We believe in making a lasting difference, by giving students the tools to meet the challenges of the future.

The Oaklands values that underpin our ethos and mission statement are:

- *Developing emotionally healthy minds*
- *Providing pathways to success*
- *Supporting pupils to become confident and resilient young adults*

Diminishing the difference is central to everything we do at Oaklands. We have a moral commitment to ensure that our students from disadvantaged backgrounds have the support to accelerate their progress to achieve their full potential. We firmly believe that a whole school strategic approach to pupil premium can result in a significant impact on school wide attainment. Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

We have developed the ‘Oaklands’ School Toolkit’ based on the Education Endowment Foundation’s guide to the Pupil Premium to ensure all strategies used are evidence based where appropriate. We have strategies/initiatives in place to ensure each of our students get what ‘they’ need to succeed. Our strategies can be split into three areas:

- *High Quality Teaching*
- *Targeted Academic Support*
- *Wider barriers to learning*

These initiatives, whilst being aimed at our pupil premium (PP) cohort, have a direct impact on all of our students with the aim of raising the bar, (e.g. staff professional development, implementation of a Family Support Worker and the ‘Whole School Reward’ Programme’ to promote self-esteem and behaviour for learning).

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<i>Student academic progress is monitored twice a year so that we are always supporting our students and directing resources appropriately.</i> <i>Overall students who are entitled to pupil premium funding make as much progress as their peers at Oaklands School.</i> <i>Our challenge is to continue to ensure that there isn't an achievement gap between disadvantaged and non-disadvantaged students, and to direct resources appropriately to support identified students, whilst effectively supporting the remainder of the cohort.</i>
2	<i>Well-being support – Targeting appropriate support to develop resilience (see Oaklands' Values above).</i> <i>Our challenge is to ensure that all students have bespoke well-being support in place as required, and to direct resources to support social and emotional learning.</i>
3	<i>Independent Living skills – Targeting support that enables students to progress on their journey to adulthood (see Oaklands' Mission Statement above)</i> <i>Our challenge is to ensure that all students have bespoke independent living skills support in place as required.</i>
4	<i>Social and emotional learning to support positive behaviour</i> <i>Our challenge is to ensure that all students are effectively supported to develop positive behaviour, such that they can contribute to making the school environment a positive and happy place to be.</i> <i>Our challenge is to support all students to display positive behaviour and to meet the school's expectations of being 'Ready, Respectful and Safe'. This will enable them to have the skills to succeed in their post-16 transition (i.e successful preparation for adulthood).</i>

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
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To provide a teaching structure that allows for successful student progress (with effective monitoring of disadvantaged students)	Improved / sustained level of attainment and progress. Improved social and emotional skills, and wellbeing. Through achievement of Education, Health and Care plan outcomes. Through observations and discussions with pupils and their families.
Remove barriers to learning through the use of support interventions including ELSA sessions.	
Improved attainment for disadvantaged pupils, relative to their starting points as identified through baseline assessments.	
To enhance parental engagement in order to support pupils' learning through family support access.	
To enhance learning through educational visits and extra-curricular experiences.	
To maintain high levels of attendance	
To maintain excellent behaviour and engagement in school life, with students displaying positive social and emotional skills.	
To maintain positive relationships with parents/carers through ensuring effective communication.	

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: £4,200 (4%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Professional development</i>	Spending on improving teaching might include professional development, training and a focus on the teachers professional growth appraisal target.	1, 2, 3,4

Targeted academic support (for example, structured interventions)

Budgeted cost: £42,000 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff/ Interventions/ELSA</i> <i>Interventions to support social and emotional learning.</i>	Interventions which target social and emotional learning (SEL) seek to improve pupils' interactions with others and self-management of emotions, rather than focussing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	2, 3, 4

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

Budgeted cost: £58,800 (56%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager/ Parental Engagement</i>	Parent engagement is defined as the involvement of parents in supporting their child's academic learning. It includes: • Approaches and programmes which aim to develop parental skills such as communication and IT (focus in e-safety). • general approaches which encourage parents to support their children; • the involvement of parents in their children's learning activities; • more intensive programmes for families in crisis. • School staff and parents/carers working together to support positive behaviour and to reduce incidents where problematic behaviour is displayed.	1, 2, 3, 4
<i>Additional Counselling Intervention</i>	EEF Social and Emotional learning – moderate impact for very low cost based on moderate evidence. EEF Metacognition and self-regulation – very high impact for very low cost based on extensive evidence.	2, 3, 4
<i>Wellbeing/Mental Health Support</i>	EEF Social and Emotional learning – moderate impact for very low cost based on moderate evidence.	1,2,3, 4

	EEF Metacognition and self-regulation – very high impact for very low cost based on extensive evidence.	
<i>Trips/Visits/Extra Curricular</i>	EEF outdoor and adventure learning-unclear impact for moderate cost based on insufficient evidence. EEF Physical activity – low impact for very low cost based on extensive evidence.	1,2,3, 4
<i>Rewards/Snack Programme</i>	EEF Behaviour interventions – moderate impact for low cost based on moderate evidence.	1,2,3, 4
<i>Rewards Programme - half-termly Rewards activities.</i>	EEF Behaviour interventions – moderate impact for low cost based on moderate evidence.	1,2,3, 4
<i>Motivational Work Placements</i>	No EEF research	1,2,3, 4

Total budgeted cost: £105,000

Part B: Review of outcomes in the previous academic year

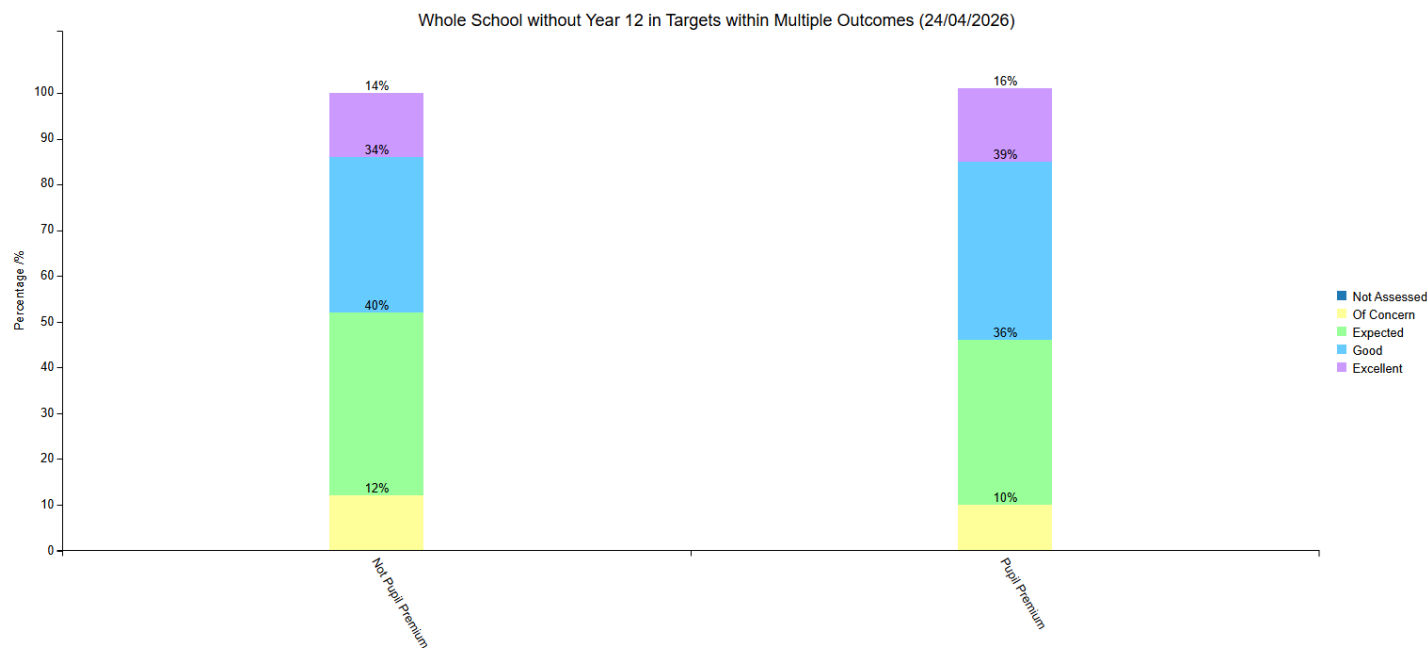
Pupil premium strategy outcomes

Our internal assessments during 2025.26 continue to show that students who are entitled to pupil premium funding overall continue to make as much progress as their peers. The following bar chart shows the progress banding for all students. The graph shows that there was no significant difference in the progress students who were entitled to pupil premium made in comparison to their peers in the year 2025-2026 (note- this information is provided from the May 2026 data drop) .

Whole School pupil premium analysis

Using the data for all subjects across years 7-10– We can see that those students entitled to Pupil premium are making as much progress as their peers

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.



Again using the data for all subjects across years 7-10– We can see that those students entitled to Pupil premium are making as much progress as their peers in each year group. Y11 data has not been updated and therefore should not be considered.

