



Oaklands School

"The best for all, the best from all"

Accountability for Pupil Premium

Reviewed Sept 2026

Section 1 - The Pupil Premium Funding Criteria

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

Pupil premium funding is allocated to local authorities based on the number of:

- looked-after children, supported by the local authority
- pupils who meet any of the eligibility criteria and who attend an independent setting, where the local authority pays full tuition fees

For pupils who are looked-after children, funding should be managed by the local authority's virtual school head (VSH) in consultation with the child's school.

Implications of the free school meals expansion on pupil premium

From the start of the 2026 to 2027 academic year, the Department for Education (DfE) is delivering an expansion to FSM eligibility to include all pupils from households in receipt of Universal Credit. There will then be 2 categories of FSM:

- Targeted FSM, which continues to be based on the existing £7,400 income threshold
- Expanded FSM, which will apply to meals only, covering pupils who do not qualify for Targeted FSM, but who are in households in receipt of Universal Credit

Following the expansion of FSM, only pupils eligible for Targeted FSM will be part of the Ever 6 FSM cohort. This means that pupils who become eligible for FSM for the first time through the new Expanded FSM category will not attract pupil premium funding.

Pupils who were eligible for FSM before the expansion will continue to be part of the Ever 6 FSM cohort after the expansion. That includes any pupil whose household income increases after the expansion, such that they either lose FSM eligibility altogether or become eligible for FSM through Expanded FSM. Such pupils will remain part of the Ever 6 FSM cohort for 6 years.

The Pupil Premium in financial year 2024-25 was an additional £1,050 for each eligible FSM pupil, £2,570 for Post Looked After Children (adopted from care) pupils, £340 for service children. Total allocation is **£88,340**

The Pupil Premium in financial year 2025-26 is an additional £1,075 for each eligible FSM pupil, £2,630 for Post Looked After Children (adopted from care) pupils, £350 for service children. Total allocation is **£92,700**

The Pupil Premium in financial year 2026-27 is an additional £1,100 for each eligible pupil, £2,690 for Post Looked After Children (adopted from care) pupils, £360 for service children. Total allocation is **£105,000**

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*

Provision

At Oakland's School we are committed to providing effective resources, strategies and support to improve the academic outcomes for disadvantaged pupils.

In order to improve the outcomes the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils entitled to the pupil premium.

We aim to secure the highest possible attainment for every pupil. In order to achieve this our practice is focused on closing all gaps that may occur between disadvantaged children and others. Our aspirations are high for all our pupils. In order to improve their employability and realise their ambitions we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes. We ensure that teaching, learning and progression opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure that the Pupil Premium funding is used to support any pupil or groups of pupils the school has legitimately identified as being 'disadvantaged'. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

The range of provision may include:

- Additional staffing to facilitate pupils access to education and the curriculum including alternative curriculum support and interventions
- Additional teaching and learning opportunities

- Purchase of ICT - I-pads/whiteboards using different technologies to support learning
- Funding for Rewards/Snack Programme
- Residential and Educational Trips, visits and wider school activities
- Individual packages of support for emotional wellbeing including additional Counselling time
- Vocational activities including motivational work placements

Reporting

A report to the Governing Body to include:

- The progress and attainment of pupils entitled to the pupil premium and progress made towards 'closing any gap(s).'
- An outline of the provision and approximate cost for the academic year.
- An evaluation of the provision and the impact upon progress, attainment and other measurable outcomes such as improvements in attendance and behaviour.

Oakland's School - Use of Pupil Premium 2026/27 (numbers based on ? Census)

Number on whole school roll (NOR): 182 (as of September 2026)

Age range: 11-17

% of pupil premium pupils 58% (105 students FSM Ever 6)

Pupil Premium Funding for 2026/27: is estimated at £105,000

Last Year - An Overview of Pupil Premium for 2025/26

The school uses a Toolkit for Pupil Premium that is designed to give an outline of the programmes we have in place to diminish the differences and the intended impact of the programmes. The toolkit considers the impact we get from an initiative alongside the bank of research provided by the Educational Endowment Foundation (EEF). It is important to note that the initiatives and interventions outlined in the toolkit are very specific to the contexts of Oaklands School. We believe that the primary intervention to diminishing the difference is outstanding teaching and you will see that our toolkit supports students to access this.

We believe that this toolkit will provide the strategies to address the needs of our unique pupils in these three areas.

Category of spend for 2025/26

A Tiered Approach to Pupil Premium Spending - can help schools to balance approaches to improving teaching, targeted academic support and wider strategies

1. High Quality Teaching

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 should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

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Areas of Spend inc,

Professional development, mentoring and coaching teachers, supporting recruitment and retention and technology and other resources that support high quality teaching.

2. Targeted academic support

High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools, but must be scheduled and aligned with the curriculum carefully.

Use of Pupil Premium extends to high attainers. So it can—and should—be spent supporting programmes and interventions for these eligible pupils.

Areas of Spend inc,

Structured interventions, small group tuition, one-to-one support, targeted interventions to support to support literacy and numeracy.

3. Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes for some disadvantaged pupils. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.

Areas of Spend inc,

Behaviour approaches, increasing attendance, extracurricular and co-curricular activities, breakfast and meal club.

Allocation spend 2025/26

Activity	EEF / School Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding	Projected Impact
Professional development	Spending on improving teaching might include professional development, training and support for early career teachers	NOY/SLT	Staff receive effective CPD opportunities to ensure student outcomes and	1	3483	Attainment and progress was successful at a whole school level. Teaching was effective when observed through learning walks and lesson observations.

			progress is highly effective.			All year 11 and 12 leavers were successful in transitioning to their next level of education.
Support Staff/Interventions/ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing 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.	TB, RF	Bespoke ELSA sessions for individuals and/or small groups (depending on need and requirement). ELSA lessons will also be taught to form groups as part of the curriculum.	2	37,451	ELSA support was provided throughout the year. The ELSA staff continue to develop and enhance the provision and support for pupils. ELSA/Well-being resources were provided for pupils to have at home. Emotional literacy activities were effectively delivered in the KS3 curriculum. Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level. Attainment and progress was successful at a whole school level.
Family Support Worker/parental engagement	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • 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.	TB, EB	To support parents/carers and families to provide the required nurture and care for their children. To positively engage with parents/carers to share key information and to provide relevant guidance and support	2	23,861	Positive attendance for the whole school and identified individuals. Positive behaviour being evident in school (Whole school behaviour reports, individual case studies) Positive feedback from parents/carers Positive response to PASS (pupil questionnaire of attitudes to self and school)) Positive learning, attainment and progress Highly effective social and emotional support was provided to identified pupils and families.
Counselling intervention	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	TB, EB	Individual packages of support for emotional wellbeing are available.	3	5,724	For pupils self-esteem and social wellbeing to have a positive effect on their school and home life. To improve their attainment, behaviour and attendance. Positive response to PASS (pupil questionnaire of attitudes to self and school)) Positive learning, attainment and progress

Wellbeing/Mental Health Support	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	NOY, SLT	Number of interventions to support staff and pupils wellbeing (e.g. wellbeing week, breakfast support, school target focus)	3	1,917	Completion of the award. A positive regard to self and the school (both from staff and pupils). Maintaining high levels of attendance and behaviour. Positive response to PASS (pupil questionnaire of attitudes to self and school)) Positive learning, attainment and progress
Trips/ Visits/ Extra Curricular	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.	All Staff	To financially assist pupils to access away from home experiences offering a range of challenging activities	3	6368	Enrichment of pupils' experiences of the world around (cultural capital). Pupils further develop their independence, literacy, communication and opportunities to learn outside the classroom. Including residential trips (Conwy, Redridge, camping). Attainment and progress was successful at a whole school level. Positive feedback from parents has been received. Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level. All students were given the opportunity to attend all available trips
Snack Programme	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	NOY	Daily snack programme (fruit available) to ensure pupils are not hungry (i.e. ready to learn) Breakfast club offer free to all pupils	3	4,170	Attainment and progress was successful at a whole school level. Positive behaviour and engagement In lessons as students are ready to learn. All pupils can access food throughout the day
Rewards Programme half termly Rewards activities	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	NOY	Weekly, half termly and termly reward activities. Recognition in weekly celebration assemblies.	3	3,525	Pupils have been rewarded for good attendance and behaviour in line with the behaviour for learning policy. Positive trend of behaviour, attendance and pupil outcomes.
Resources	Overall, changes to the physical environment of schools are unlikely to have a direct effect on learning beyond the extremes (i.e. once an	TB, RF	Study/Chill out room - ELSA	2	2,800	A positive effect on pupils self-esteem and social wellbeing (on their school and home life). Positive trend of behaviour, attendance and pupil outcomes.

	adequate building standard has been achieved).		Resources for lunchtime activities.			
Motivational Work Placements	No EEF research	KR	Introduction of Vocational activities including motivational work placements	3	3,401	Positive impact on pupil self-esteem and social wellbeing. Positive trend of behaviour, attendance and pupil outcomes. Sense of achievement and success for identified pupils.
			Total		£92,700	

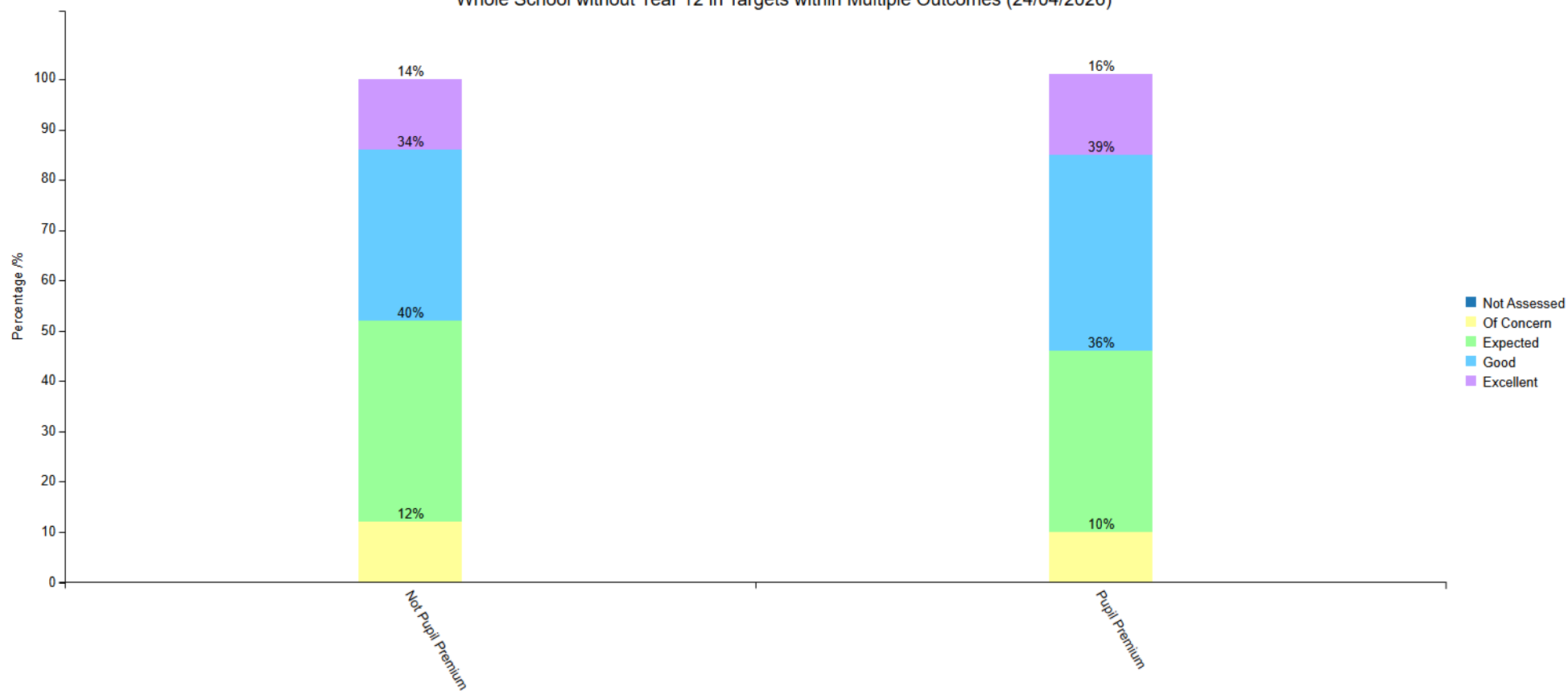
Student Progress

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

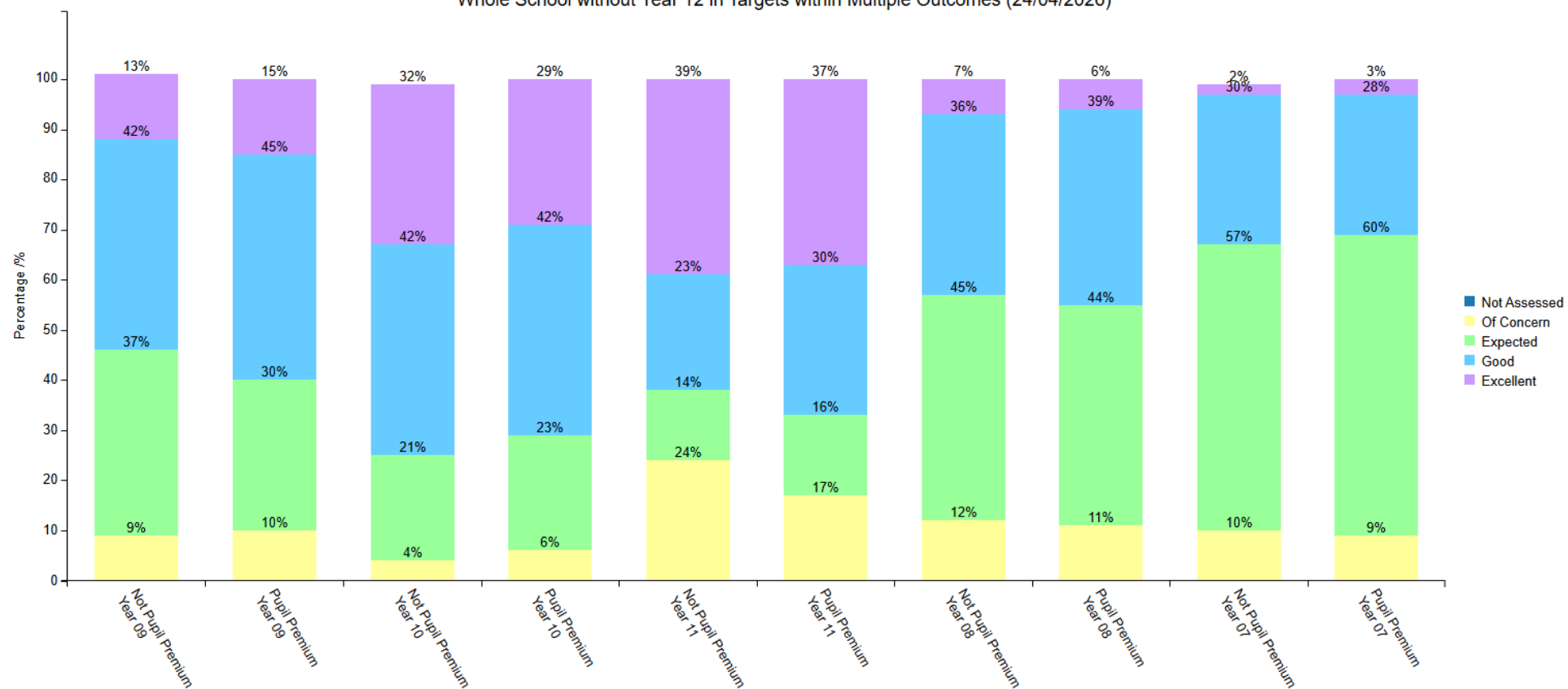
Using the data for all subjects across years 7-10- We can see that those students entitled to Pupil premium are making as much progress as their peers

Whole School without Year 12 in Targets within Multiple Outcomes (24/04/2026)



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.

Whole School without Year 12 in Targets within Multiple Outcomes (24/04/2026)



Overview of Pupil Premium – 2026/27

Projected allocation spend 2026/27

Activity	EEF / School Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding (£)	Projected Impact
Professional development	Spending on improving teaching might include professional development, training and support for early career teachers	NOY/SLT	Staff receive effective CPD opportunities to ensure student outcomes and progress is highly effective.	1	4,200	Improved teaching and learning to ensure student outcomes and progress is highly effective.
Support Staff/Interventions/ ELSA	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing 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.	TB, RF	Bespoke ELSA sessions for individuals and/or small groups (depending on need and requirement). ELSA lessons will also be taught to form groups as part of the curriculum.	2	42,000	For pupils to become emotionally healthy and to be prepared to fully access learning. To help pupils develop social skills and coping strategies (for anxieties) to effectively engage in learning. Positive response to PASS (pupil questionnaire of attitudes to self and school) Positive learning, attainment and progress
Family Support Worker/parental engagement	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - 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.	TB, EB	To support parents/carers and families to provide the required nurture and care for their children. To positively engage with parents/carers to share key information and to provide relevant guidance and support	2	29,400	Positive attendance for the whole school and identified individuals. Positive behaviour being evident in school (Whole school behaviour reports, individual case studies) Positive feedback from parents/carers Positive response to PASS (pupil questionnaire of attitudes to self and school)) Positive learning, attainment and progress
Counselling intervention	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).	TB, EB	Individual packages of support for emotional wellbeing are available.	3	6,300	For pupils self-esteem and social wellbeing to have a positive effect on their school and home life. To improve their attainment, behaviour and attendance. Positive response to PASS (pupil questionnaire of attitudes to self and school))

						Positive learning, attainment and progress
Trips/ Visits/ Extra Curricular	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.	All Staff	To financially assist pupils to access away from home experiences offering a range of challenging activities	3	7,350	To enhance and enrich pupils' experiences of the world around them by providing residential and day trips, not just in their local community. Positive behaviour being evident in school (Whole school behaviour reports, individual case studies) Positive feedback from parents/carers Positive response to PASS (pupil questionnaire of attitudes to self and school)) Positive learning, attainment and progress
Snack Programme	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	NOY	Daily snack programme (fruit available) to ensure pupils are not hungry (i.e. ready to learn)	3	4,200	To improve engagement in lessons and also improve attainment, behaviour for learning and attendance Positive learning, attainment and progress
Rewards Programme half termly Rewards activities	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	NOY	Weekly, half termly and termly reward activities. Recognition in weekly celebration assemblies.	3	4,200	To improve engagement in lessons and also improve attainment, behaviour for learning and attendance. Successful pupil outcomes. Positive learning, attainment and progress
Resources	Overall, changes to the physical environment of schools are unlikely to have a direct effect on learning beyond the extremes (i.e. once an adequate building standard has been achieved).	TB, RF	Study/Chill out room - ELSA	2	3,150	To enable an area for pupils self-esteem and social wellbeing to have a positive effect on their school and home life. Positive learning, attainment and progress
Motivational Work Placements	No EEF research	KR	Introduction of Vocational activities including motivational work placements	3	4,200	To improve pupil behaviour and attainment and experiences for a targeted set of pupils. To give targeted pupils a focus for when they leave Oakland's. Positive learning attainment and progress
			Total		£105,000	