



**Oaklands School**

"The best for all, the best from all"

# **Accountability for Pupil Premium**

**Reviewed Sept 2025**

## **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.

The Pupil Premium in financial year 2023-24 was an additional £1,035 for each eligible FSM pupil, £2,530 for Post Looked After Children (adopted from care) pupils, £335 for service children. Total allocation is **£92,575**.

The Pupil Premium in financial year 2024-25 was an 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 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 2025/26**

Number on whole school roll (NOR): 178 (as of September 2025)

Age range: 11-17

% of pupil premium pupils 51% (90 students FSM Ever 6)

Pupil Premium Funding for 2025/26: is estimated at £92,700

### **Last Year - An Overview of Pupil Premium for 2024/25**

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 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 2024/25**

**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**

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.

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#### **Areas of Spend inc,**

Professional development, recruitment and retention and support for early career teachers.

### **2. Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

**Areas of Spend inc,**

Structured interventions, small group tuition, one-to-one support

**3. Wider strategies**

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

**Areas of Spend inc,**

Behaviour approaches, increasing attendance

Allocation spend 2024/25

Activity	EEF / School Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding	Target funding	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	1,413		Attainment and progress was successful at a whole school level.  Teaching was effective when observed through learning and walks and lesson observations.  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	35,804		<p>ELSA support was provided throughout the year, including despite staffing challenges.</p> <p>ELSA/Well-being resources were provided for pupils to have at home.</p> <p>ELSA was effectively delivered in the KS3 curriculum.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p> <p>Attainment and progress was successful at a whole school level.</p>
Family Support Worker/parental engagement	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>general approaches which encourage parents to support their children</li> <li>the involvement of parents in their children's learning activities</li> <li>more intensive programmes for families in crisis.</li> </ul>	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		<p>Positive attendance for the whole school and identified individuals.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p> <p>Positive feedback from parents/carers</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning, attainment and progress</p>
Counselling intervention	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and	TB, EB	Individual packages of support for emotional	3	5,724		<p>Individual support and guidance provided.</p> <p>Identified student positively engaged with the counsellor.</p>

	attainment itself (four months' additional progress on average).		wellbeing are available.				Positive learning attainment and progress for identified students.
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		<p>Positive attendance and behaviour.</p> <p>Attainment and progress was successful at a whole school level.</p> <p>Positive feedback from parents has been received.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p>
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	5,724		<p>Enrichment of pupils' experiences of the world around (cultural capital).</p> <p>Pupils further develop their independence, literacy, communication and opportunities to learn outside the classroom. Including residential trips (Conwy, Redridge, camping).</p> <p>Attainment and progress was successful at a whole school level.</p> <p>Positive feedback from parents has been received.</p> <p>Pupil response to PASS (Pupil Attitude to Self and School) is positive at a whole school level.</p>



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	4,170		Attainment and progress was successful at a whole school level.  Positive behaviour and engagement In lessons as students are ready to learn.
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 adequate building standard has been achieved).	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).
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.
			Total		£88,340		

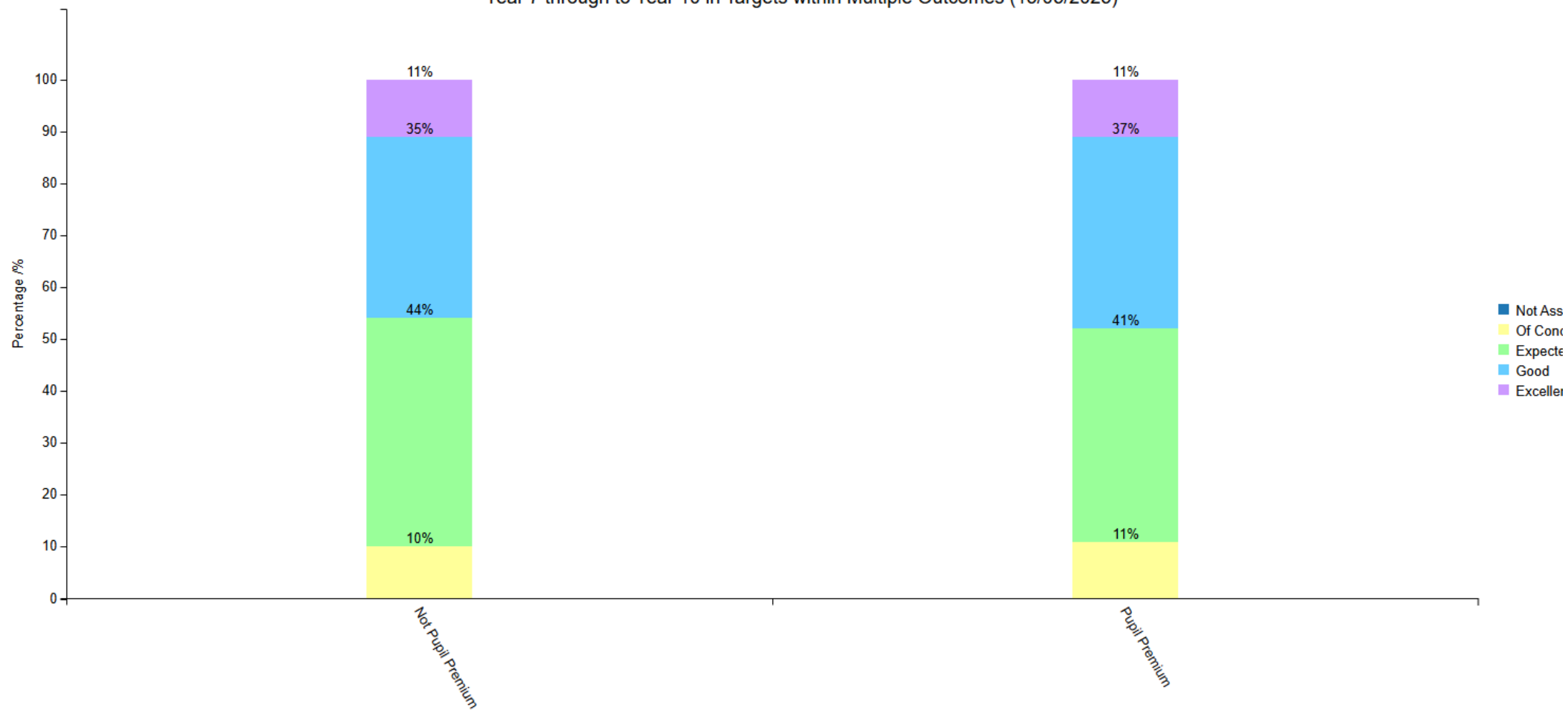
### **Student Progress**

*Our internal assessments during 2024/25 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 2024-2025 (note- this information is provided from the May 2025 data drop) .*

### **Whole School pupil premium analysis**

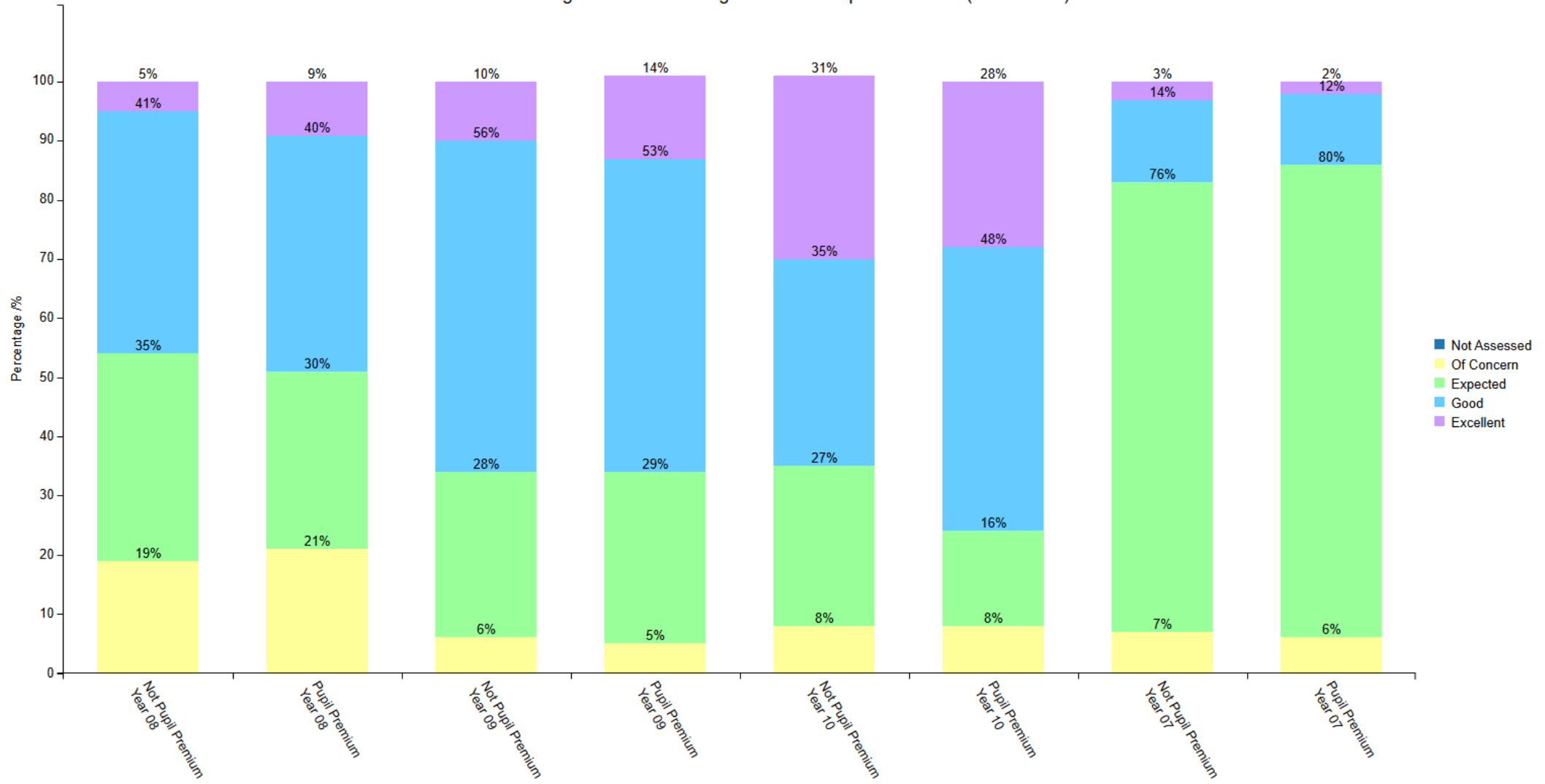
Using the data for all subjects across years 7-10- We can see that those students entitled to Pupil premium are making as much progress as their peers

Year 7 through to Year 10 in Targets within Multiple Outcomes (15/05/2025)



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.

Year 7 through to Year 10 in Targets within Multiple Outcomes (13/05/2025)



## Overview of Pupil Premium – 2025/26

### Projected allocation spend 2025/26

Activity	EEF / School Summary	Responsibility	Brief outline of initiative	Categories of spend	PP Funding	Target 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	3483		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	37451		<p>For pupils to become emotionally healthy and to be prepared to fully access learning.</p> <p>To help pupils develop social skills and coping strategies (for anxieties) to effectively engage in learning.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school)</p> <p>Positive learning, attainment and progress</p>
Family Support Worker/parental engagement	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>general approaches which encourage parents to support their children</li> </ul>	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	2	23,861		<p>Positive attendance for the whole school and identified individuals.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p> <p>Positive feedback from parents/carers</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p>

	<ul style="list-style-type: none"> <li>the involvement of parents in their children's learning activities</li> <li>more intensive programmes for families in crisis.</li> </ul>		guidance and support				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	5,724		<p>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.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning, attainment and progress</p>
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		<p>Completion of the award. A positive regard to self and the school (both from staff and pupils).</p> <p>Maintaining high levels of attendance and behaviour.</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning, attainment and progress</p>
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		<p>To enhance and enrich pupils' experiences of the world around them by providing residential and day trips, not just in their local community.</p> <p>Positive behaviour being evident in school (Whole school behaviour reports, individual case studies)</p>

							<p>Positive feedback from parents/carers</p> <p>Positive response to PASS (pupil questionnaire of attitudes to self and school))</p> <p>Positive learning, attainment and progress</p>
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	4,170		<p>To improve engagement in lessons and also improve attainment, behaviour for learning and attendance</p> <p>Positive learning, attainment and progress</p>
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		<p>To improve engagement in lessons and also improve attainment, behaviour for learning and attendance. Successful pupil outcomes.</p> <p>Positive learning, attainment and progress</p>
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	2,800		<p>To enable an area for pupils self-esteem and social wellbeing to have a positive effect on their school and home life.</p> <p>Positive learning, attainment and progress</p>
Motivational Work Placements	No EEF research	KR	Introduction of Vocational activities including motivational work placements	3	3,401		<p>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.</p> <p>Positive learning attainment and progress</p>
			Total		£92,700		