

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Oakfield Short Stay Primary
Number of pupils in school	10 (as of 12.01.2026 this data will continuously change throughout the year).
Proportion (%) of pupil premium eligible pupils	5 children (50%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	
Pupil premium lead	Jan Jenner
Governance / Trustee lead	Carol Lindsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (core allocation)	£6,438.75
Anticipated Dual Reg Pupil Premium Funding (Providing child stays at Oakfield until end of academic year)	£2,383.03
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,600.31
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	£32,422.09

*Calculating PP allocation is challenging because income fluctuates as children arrive and leave school at any point within the academic year. The only guaranteed money is for those pupils who were on roll on census day. For those children who join mid-point on dual registration we retrospectively invoice the original school on a termly basis. Therefore, allocation is reviewed termly; plans and provision may be adapted to match PP income from the cohort at that time.

Oakfield Short Stay is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children and staff at the heart of all we do.

Oakfield Short Stay Primary School is a Pupil Referral Unit (PRU), we provide support for children experiencing significant social, emotional and mental health (SEMH) difficulties in their mainstream primary schools. We have two separate sites across the county that together serve all Leicestershire's mainstream primary schools. Pupils are supported through either part-time placements or full-time placements for pupils who have been permanently excluded (or are at significant risk of permanent exclusion) from their mainstream schools. Our cohort perpetually changes with pupils ending and beginning placements throughout the year, and the average length of placement is two to three terms, however if a child is waiting for a formal diagnosis and EHCP or specialist provision this can be longer. Pupils are taught in phase groups, Key Stage One (KS1) and Key Stage Two (KS2).

We believe that a disadvantaged pupil is any pupil that is at risk of underachieving, and by the very nature of their needs, all our pupils can therefore be considered as disadvantaged and vulnerable. We are committed to ensuring that all our pupils achieve their full potential, and we strive to tackle any barriers to learning regardless of disadvantage that may impact adversely on a pupil's progress or well-being.

At Oakfield Short Stay, we target our Pupil Premium Funding (PPF) to ensure that all pupils receive high quality teaching and make good progress, especially in reading and writing and, in turn, developing a safe community of lifelong learners. Even though disadvantage in itself is not a challenge to learning, our pupils often face a range of challenges to their learning and well-being which arise both at school and within their home environments.

We believe that high quality teaching is key, especially within the areas of the curriculum and wider contexts within school that our disadvantaged pupils find most challenging. We recognise that disadvantaged pupils can face a wide range of challenges which may impact their learning and progress, and we have based our strategy on the most common areas of need that we have identified for them.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on reading and writing. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners throughout the day. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for **all** our pupils and they all fully understand the part they play in addressing educational disadvantage.

Our strategy is designed to help create an individualised approach to provide our disadvantaged pupils with the ability to succeed, not only within our setting, in their learning but also within the wider world. The strategy highlights the needs of pupils entitled to PPF, however, the challenges and outcomes are relevant for all of our pupils who will also benefit from this approach as the vast majority of all our pupils' attainment is below age-related expectations, especially in reading and writing.

Part A: Pupil premium strategy plan - Statement of intent

Our ultimate objectives are:

- To prevent the widening of gaps in progress and attainment between pupils entitled to PPF and those who are not entitled to PPF.
- Ensure that pupils are challenged in their work.
- Provide the necessary interventions and act early at the point need is identified.
- To support children's SEMH needs by providing them with a range of academic and non-academic experiences to provide equal opportunities.
- To ensure all disadvantaged pupils make at least expected progress during their time at Oakfield Short Stay.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Regularly assess and review the needs of our pupils.
- Provide targeted interventions that support pupils to make progress in their identified area(s) of need academically and SEMH needs.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Purchase resources to support pupils' learning and progress.
- Provide experiences outside of Oakfield, such as educational visits and enrichment activities.
- Adopt a whole-school approach in which staff take responsibility for disadvantaged pupil outcomes and have high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Social and Emotional and Mental Health Needs</p> <p>Due to the nature of our provision, all pupils struggle socially and emotionally. Before joining Oakfield, many of our children followed a reduced timetable in their mainstream setting. This impacts their ability to form relationships with others and can contribute to a negative view of school both by the child and their families. Many of our children have experienced ACES in their young lives and therefore exhibit trauma and attachment related issues.</p>
2.	<p>Behaviour / attitudes for learning</p> <p>We are a short stay school to cater for permanently excluded pupils or pupils at risk of permanent exclusion from their mainstream setting, therefore our children arrive in school with mixed, usually negative, experiences around education and school life. Attitudes to learning are generally poor – refusal to engage with classroom learning. Behaviours often include verbal and physical abuse towards adults and pupils, damage to resources, removing themselves from learning.</p>
3.	<p>Attendance and punctuality</p> <p>The attendance rate for Pupil Premium in the academic year 23-24 was 89.28%. When children join Oakfield, we begin their transition on a part-time basis over the first week, this allows a settling in period, and it gives our family support colleagues time to connect with their families and build a relationship. This period is crucial as often children have a negative view of school or have been none-attenders for a period at their previous school. We know that increasing a child's timetable on a day-to-day basis over the first week supports our children's significant SEMH needs and breaks down previous anxieties around school ensuring a positive fresh start, however as noted above this does have an impact on our attendance figures.</p> <p>Once children have settled into school we work closely with families to ensure punctuality and regular attendance through half termly meetings with families and by providing transport for the majority of children who attend.</p>
4.	<p>Mobility</p> <p>We have a very transient and mobile cohort with pupils attending from across Leicestershire. Our pupils are those that have been permanently excluded or less often, those who have been dual registered to avoid a likely permanent exclusion following a full graduated response of support into their sending schools. Many of these pupils have significant SEND needs that mean they are unable to cope in mainstream education, they will remain at Oakfield whilst EHCP referrals are finalised, and specialist provision found. It is crucial for us to have a strong transition process in place involving the sending school and the family of our pupils. In this time, we rapidly build a clear understanding of prior learning, SEND, behavioural and SEMH needs on entry to ensure pupils keep up and don't fall behind during the transition.</p> <p>Our family support team work closely with the families. They arrange transport for those families who struggle to bring their child to Oakfield, and they arrange regular home visits to discuss the child's and family's needs. The family support team also liaise with colleagues at Oakfield and external agencies supporting the families.</p>
5.	<p>SEND</p> <p>100% of our Pupil Premium children are also SEND.</p> <p>All our Pupil Premium children have special educational needs that leave them even more vulnerable to underachievement in relation to their peers. In addition to this, there are Non-</p>

	Disadvantaged SEND pupils who due to the Covid pandemic and remote learning period may not have had specific interventions that they require to meet their needs.
6.	<p>Gaps in Phonics and Reading</p> <p>Read Write Inc (RWI) Assessments and observations indicate that pupils who join Oakfield across both key stages have difficulty with phonics on entry to the PRU and this has an impact on their literacy development, confidence as readers and their ability to spell. During the academic year 23-24 84.3% of those children who joined Oakfield had not passed the Year 1 Phonics Screening Check.</p> <p>Due to their starting points the attainment of our disadvantaged pupils remains below Age Related Expectations (ARE). However, analysis shows that, on a termly basis, results are more encouraging, and progress is being made. This evidence is easier to demonstrate on an individual basis by looking at our Assessment on a Page or Case Studies due to the mobility of our pupils.</p> <p>Through the development and embedding of the RWI program, pupils are regularly assessed and grouped according to their needs. All children in key stage 1 and those in key stage 2 who have early literacy gaps receive daily phonics sessions whether they are with us full time or on a part-time placement.</p>
7.	<p>Gaps in Writing</p> <p>Our pupils generally experience literacy difficulties, and writing can be a trigger for many of our disadvantaged pupils as they find it particularly challenging. During the academic year 23-24 89% of children entered Oakfield working below Age Related Expectations. 63% working significantly below their age group by at least 2 years groups or more. During 2023/24, 70% of pupils entitled to PPF made either expected or accelerated progress overall from their starting point. Staff confidence using the Talk for Writing approach has grown and daily sessions are embedded across both sites.</p>
8.	<p>Access to Wider Opportunities</p> <p>All disadvantaged pupils attend school trips and enrichment activities. Our disadvantaged children need more access to rich, quality experiences that help enhance their learning from first-hand experiences and therefore this should have a positive impact on outcomes, both academically and in relation to their SEMH needs. Staff have reported that pupils have commented on never having gone to a museum, a farm, the zoo or a church, for example.</p>

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
To ensure that SEMH and wellbeing needs of all pupils, and in particular those of disadvantaged pupils, will be supported in class and within the PRU community.	<p>At least 80% of pupils will make progress in their Boxall Profile scores each term</p> <p>Pupils' needs to be identified through termly completion of the Boxall Profile online.</p> <p>Teachers to plan interventions based on Boxall data.</p> <p>Interventions carried out by teachers/LSAs.</p> <p>Specific pupils identified for dog therapy, school counselling, theraplay and additional forest schools/outdoor learning interventions.</p>
Behaviours monitored and logged using cpoms. Poor attitude/low aspiration of identified pupils monitored and addressed using Boxall and Beyond Boxall, in addition to class PSHE, reward systems (stars and DoJos) and routines (regular timetables, short lessons).	A reduction in significant behaviour logs on cpoms for individuals. Pupils making positive choices about their behaviours and attitude to learning. parent/carer and pupil voice

<p>Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p>	<p>Attendance of disadvantaged pupil group is 95%+. Regular monitoring and swift intervention take place to monitor attendance of all pupils. Good communication between school and home identifies and addresses any barriers to school attendance. Family support worker / other-agency support promptly sought where required</p>
<p>Improved progress and attainment in reading for disadvantaged pupils.</p>	<p>At least 85% of children taking part in our phonics programme RWI will make expected or better progress during their stay at Oakfield. Interventions are informed by regular assessments and planned by class teachers. Qualitative data from pupil voice, pupil, parent and teacher observations are all positive. Continuation of regular phonics assessments are used to inform planning. RWI phonics planning is being followed across the PRU and throughout the curriculum. Accelerated and Early Literacy assessments are used to identify gaps in learning which are used effectively to plan interventions based on specific areas of need in reading. Teachers' planning shows progression and lessons are adapted and scaffolded according to pupils' needs. Daily RWI sessions are in place for all pupils. Pupils are all reading 1:1 with an adult daily. Class teachers are reading to the whole class daily. Additional reading interventions outside the English session are being taught by qualified teachers.</p>
<p>Improved progress and attainment in writing for disadvantaged pupils.</p>	<p>Writing outcomes will show that at least 70% of pupils are making expected progress in writing from their starting point. Continue to use Talk for Writing Look for writing opportunities across the whole curriculum. As we know writing is a trigger for our children use pupil voice and how to make writing more appealing. Use wider curriculum offers to extend our writing ideas Writing interventions – 1:1 working with a qualified teacher in addition to English lesson.</p>

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH and Self-regulation</p> <p>To develop whole school approach to manipulatives / strategies in school to promote self-regulation and readiness to learn.</p> <ul style="list-style-type: none"> Zones of Regulation Restorative justice 	<p>We know that Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. By embedding school-level approaches to develop a positive school ethos, we aim to support greater engagement in learning.</p>	<p>1, 2, 3, 4, 5,6</p>

<ul style="list-style-type: none"> • Emotional Coaching • Big Empathy Drawings • 5-point scale • Team Teach <p>CPD – Team Teach CPD – Self-regulation</p>	<p>Evidence shows that social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Our pupils respond well to routine and positive reinforcement of expected behaviours.</p> <p>All new staff members receive two days of Team Teach training as part of their induction. To maintain best practice and ensure accurate implementation of strategies and recording procedures, staff also participate in an annual one-day CPD session, which includes updates and opportunities to reinforce and practice key techniques.</p> <p>EEF toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Behaviour</p> <p>Proactive Strategies</p> <ul style="list-style-type: none"> • Clear Expectations – Consistent rules and routines communicated visually and verbally. • Positive Relationships – Building trust through respect, empathy, and active listening. • Personalised Support Plans – Individual behaviour plans tailored to needs. • PHP – Personal Handling Plan and Risk Assessment. • Predictable Structure – Visual timetables and clear transitions to reduce anxiety. • Choice and Control – Offering limited choices to empower pupils. • Calm Environment – Low-stimulation spaces and sensory breaks. <p>Positive Reinforcement</p> <ul style="list-style-type: none"> • Praise and Recognition – Immediate, specific praise for positive behaviour. • 5-star motivational reward chart– Points, tokens, or privileges for meeting targets. • Celebrating Success – Certificates, phone calls home. <p>De-escalation Techniques</p> <ul style="list-style-type: none"> • Team Teach Strategies – Non-confrontational stance, calm tone, and safe space. • Active Listening – Acknowledging feelings without judgment. 	<p>Supporting positive behaviour strategies within our setting is essential to creating a safe, structured, and nurturing environment where pupils feel valued and understood. When pupils experience consistency, clear expectations, and restorative approaches, they are more likely to regulate emotions, build positive relationships, and engage meaningfully with learning. This is particularly important for disadvantaged pupils, who may face additional barriers such as disrupted education or adverse experiences. By prioritising behaviour support we increase attendance and foster resilience—ensuring every child, regardless of background, has the opportunity to thrive academically and socially.</p> <p>Many pupils entering a PRU have experienced repeated exclusions, disrupted learning, and often negative relationships with education. This history can lead to low self-esteem, mistrust of adults, and heightened emotional responses. Implementing consistent and supportive behaviour strategies is vital to break this cycle. These approaches provide structure, predictability, and positive reinforcement, helping pupils feel safe and valued. When pupils experience success in managing their behaviour, they are more likely to re-engage with learning, build resilience, and develop the social and emotional skills needed for future success. For disadvantaged pupils, who may face additional challenges outside school, this support is even more critical in closing gaps and ensuring equitable access to education.</p> <p>EEF toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3, 4, 5,6</p>

<ul style="list-style-type: none"> • Distraction and Diversion – Redirecting attention to a preferred activity. • Time and Space – Allowing pupils to regulate emotions before re-engaging. <p>Restorative Approaches</p> <ul style="list-style-type: none"> • Restorative Conversations – Discussing impact and repairing relationships. • Group/individual reflection and problem-solving. • Circle Time <p>Recording and Monitoring</p> <ul style="list-style-type: none"> • ABC Charts – Antecedent, Behaviour, Consequence tracking. • Behaviour Logs – Consistent documentation for patterns and triggers. • Daily briefings and debrief sessions with all staff. 		
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Consistent Communication • Shared Expectations • Early Intervention • Emotional Support for Pupils • Rebuilding Trust in Education • Improved Engagement and Attendance 	<p>Parental engagement is a cornerstone of success in a PRU setting. Many pupils arrive with a history of exclusion and fractured relationships with education, which can lead to mistrust and disengagement. By building strong, positive partnerships with parents, we create a consistent approach to behaviour and learning between home and school. This collaboration ensures pupils feel supported by a united team, reduces anxiety, and promotes stability—key factors in re-engaging them with education. For disadvantaged pupils, parental involvement is even more critical, as it helps address barriers beyond the classroom, improves attendance, and fosters a sense of belonging. Ultimately, effective parental engagement strengthens the foundation for academic progress and emotional wellbeing.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5,6</p>

<p>Attendance</p> <p>Parental engagement.</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>8</p>
<p>Weekly CPD for teachers (Whole School) – Understanding Metacognition and How Our Pupils Learn</p> <p>Weekly CPD for All Teaching Staff Focused on:</p> <p>Metacognition and Self-Regulation – Teaching pupils strategies to plan, monitor, and evaluate their learning. Cognitive Load Theory – Understanding how working memory limitations affect learning and behaviour. Adaptive Planning and Scaffolding – Practical strategies to break tasks into manageable steps and reduce stress.</p> <p>Application to Curriculum Delivery Staff will adapt lesson design to include modelling, guided practice, and reflection activities that support metacognitive development.</p>	<p>Our pupils often present with complex SEMH needs and disrupted learning histories. To meet these challenges, staff must understand how our children’s brains work and how this impacts learning and behaviour. Regular writing, reading, and maths tasks can trigger frustration and unwanted behaviours when cognitive load is too high. By embedding metacognitive approaches into planning and teaching, we can reduce these barriers and help pupils succeed.</p> <p>Many pupils in our school struggle with executive functioning and emotional regulation. Understanding how the brain processes learning allows staff to teach smarter, not harder, reducing frustration and behaviour incidents. Embedding metacognition supports pupils to become independent learners and improves long-term outcomes.</p> <p>EEF Evidence: Metacognition and Self-Regulation (+7 months) – Very high impact for very low cost. EEF guidance highlights that metacognitive strategies help pupils manage complex tasks, improve independence, and build resilience—particularly important for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 3, 4</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support internal/external experts to support SEMH and behaviour:</p> <p>SENCo Team Teach lead School Theraplay Counsellor Therapist Pet Therapy Forest school sessions group and individual</p>	<p>SENCo and Team Teach Lead Oversee personalised behaviour plans, risk assessments, and de-escalation strategies. EEF Evidence: Behaviour Interventions (+4 months) – Consistent, structured behaviour support improves engagement and reduces disruption, creating conditions for learning.</p> <p>School Counsellor and Therapist (including Therapy Dog) Provide 1:1 sessions for pupils identified by teachers and leaders. Therapeutic interaction to reduce stress and build emotional resilience. EEF Evidence: Social and Emotional Learning (+4 months) – Targeted emotional support helps pupils manage feelings, improving relationships and readiness to learn.</p> <p>Forest School Sessions (Group and Individual) Outdoor learning to develop independence, resilience, and confidence. EEF Evidence: Outdoor Adventure Learning (+4 months) – Activities in natural settings promote problem-solving, teamwork, and self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Theraplay Interventions Staff trained to deliver small-group or 1:1 sessions focusing on attachment and emotional regulation. EEF Evidence: Social and Emotional Learning (+4 months) – Structured play-based interventions improve emotional security and social skills.</p> <p>Disadvantaged pupils often face additional barriers such as trauma, disrupted schooling, and limited access to therapeutic support outside school. These interventions:</p> <ul style="list-style-type: none"> ➤ Remove barriers to learning by improving emotional regulation and resilience. ➤ Increase engagement and attendance, reducing the risk of further exclusion. ➤ Foster positive relationships and confidence, essential for academic success. ➤ Help close attainment gaps by creating the conditions for effective learning. ➤ Transparent identification and recording of target pupils. ➤ Progress tracked through Boxall Profiles, SDQs, and ILP trackers. ➤ Monitor whether improvements in SEMH translate into better engagement and attainment. <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3,6</p>

<p>Class teaching and intervention (1:1)</p> <p>Reading</p> <p>Additional Read Write Inc (RWI) Training for Key Staff Delivered externally to ensure high-quality phonics teaching across the school. Targeted Reading Interventions 1:1 and small group sessions led by qualified teachers, focusing on decoding, fluency, and comprehension. Personalised Reading Activities Linked to pupils' interests to increase engagement and motivation.</p>	<p>Reading has historically been a trigger for unwanted behaviours in our PRU, often due to low confidence and gaps in literacy skills. Our aim is to improve pupils' attitudes toward reading and ensure measurable progress in fluency and comprehension.</p> <p>EEF Evidence: Reading Comprehension Strategies (+6 months) – Very high impact for very low cost. Phonics (+5 months) – High impact for very low cost. One-to-One Tuition (+5 months) – High impact for moderate cost. Small Group Tuition (+4 months) – Moderate impact for low cost.</p> <p>EEF guidance highlights that inclusive schools remove challenges to learning and participation, provide education appropriate to pupils' needs, and promote high standards and fulfilment of potential for all pupils. These interventions directly support that principle. Monitoring and Impact</p> <p>Progress tracked through teacher assessments, ILP trackers, and Class Teacher feedback. Development of assessment and feedback systems to monitor reading progress. Evaluate whether improvements in reading lead to better engagement and reduced behavioural incidents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 3, 4</p>
<p>Phonics</p> <p>Additional Read Write Inc (RWI) Training for Key Staff Delivered externally to ensure consistent, high-quality phonics instruction across the school. Targeted 1:1 Phonics Sessions Led by qualified teachers to address individual gaps and accelerate progress. Small Group Phonics Interventions For pupils who need additional support beyond whole-class teaching.</p>	<p>Many pupils in our school have significant gaps in early literacy skills, which impacts their ability to access the wider curriculum and often leads to frustration and unwanted behaviours. Our aim is to provide high-quality phonics teaching and targeted interventions to build confidence and fluency in reading and writing.</p> <p>EEF Evidence: Phonics (+5 months) – High impact for very low cost. One-to-One Tuition (+5 months) – High impact for moderate cost. Small Group Tuition (+4 months) – Moderate impact for low cost. EEF's Preparing for Literacy report recommends monitoring handwriting and providing additional support as necessary, which complements phonics development.</p> <p>EEF guidance highlights that inclusive schools remove challenges to learning and participation, provide education appropriate to pupils' needs, and promote high standards and fulfilment of potential for all pupils. These interventions directly support that principle. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Monitoring and Impact Progress tracked through teacher assessments, ILP trackers, and phonics screening checks. Monitor whether improvements in phonics lead to better engagement, reduced behavioural incidents, and improved attainment in reading and writing.</p>	<p>2, 3, 4</p>

<p>Writing - Addressing Barriers and Supporting Engagement</p> <p>Targeted Writing Interventions Delivered 1:1 or in small groups by qualified teachers, focusing on spelling, sentence structure, and composition.</p> <p>Metacognitive Strategies</p> <p>Teach pupils to plan, monitor, and evaluate their writing process, reducing cognitive load and increasing confidence.</p> <p>Scaffolded Support</p> <p>Use modelling, sentence starters, and structured frameworks to make writing accessible.</p> <p>Handwriting and Fine Motor</p>	<p>Regular writing tasks often lead to heightened and unwanted behaviours in our school. This is primarily due to low literacy skills, which create frustration and anxiety for pupils. These behaviours are not simply a matter of choice—they are a response to cognitive overload and the emotional impact of repeated failure. We acknowledge this challenge through the way we expect writing to be taught, embedding approaches that consider metacognition and how the brain processes learning.</p> <p>EEF Evidence:</p> <p>Metacognition and Self-Regulation (+7 months) – Very high impact for very low cost.</p> <p>One-to-One Tuition (+5 months) – High impact for moderate cost.</p> <p>Small Group Tuition (+4 months) – Moderate impact for low cost.</p> <p>EEF guidance highlights that metacognitive approaches help pupils manage complex tasks like writing by breaking them into manageable steps, improving resilience and reducing frustration.</p> <p>Writing is cognitively demanding, requiring simultaneous processing of spelling, grammar, ideas, and handwriting. For pupils with low literacy skills, this demand can trigger stress responses and unwanted behaviours.</p> <p>By embedding metacognitive strategies and scaffolding, we reduce anxiety, build confidence, and enable pupils to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 3, 4</p>
<p>One-to-one and small group provision to support academic progress</p> <p>Additional 1:1 phonics support using RWI led by qualified teacher</p> <p>Additional 1:1 reading intervention led by qualified teacher</p> <p>Additional 1:1 writing interventions led by qualified teacher</p>	<p>To address gaps in learning and ensure Pupil Premium pupils can access the curriculum, we provide additional 1:1 and small group interventions led by a qualified teacher. These sessions are tailored to individual needs and interests to maximise engagement and impact.</p> <p>Interventions</p> <p>Additional 1:1 Phonics Support using Read Write Inc (RWI)</p> <p>EEF Evidence: Phonics (+5 months) – High impact for very low cost. Essential for pupils who have missed early literacy foundations.</p> <p>Additional 1:1 Reading Intervention</p> <p>EEF Evidence: Reading Comprehension Strategies (+6 months) – Very high impact for very low cost. Improves fluency, comprehension, and confidence.</p> <p>Additional 1:1 Writing Intervention</p> <p>EEF Evidence: EEF Preparing for Literacy Report – Recommends monitoring handwriting and providing targeted support. Builds writing stamina and accuracy.</p> <p>Oral Language Development Activities</p> <p>EEF Evidence: Oral Language Interventions (+6 months) – Very high impact for very low cost. Supports vocabulary, communication, and comprehension.</p> <p>Many pupils in our school have experienced disrupted education and exclusion, leaving significant gaps in literacy and language skills. These targeted sessions:</p>	<p>2,3,4,5,6,7</p>

	<p>Provide personalised, high-quality teaching to accelerate progress. Remove barriers to learning caused by low literacy, which impacts all subjects. Build confidence and engagement, particularly for disadvantaged pupils who may lack support outside school.</p> <p>EEF guidance states that inclusive schools remove challenges to learning and participation, provide education appropriate to pupils' needs, and promote high standards and fulfilment of potential for all pupils. These interventions directly support that principle. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support work carried out by a range of senior leaders, teachers and support staff across the school, including: pastoral support;</p> <ul style="list-style-type: none"> ○ attendance & lateness; ○ parental support; ○ behaviour support; ○ other-agency referrals & liaison 	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> ▪ Behaviour interventions: moderate impact for low cost (+4 months). ▪ Parental engagement: moderate impact for very low cost (+4 months). ▪ Social & emotional learning: moderate impact for very low cost (+4 months). <p>“Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address ‘specific barriers to learning that hold back pupil premium students.’”</p>	3,6,7,8
<p>Access to Wider Opportunities – Enrichment and Cultural Capital Curriculum-Related Trips and Enrichment Visits Provide first-hand experiences to deepen understanding and make learning relevant. Extra-Curricular Activities and Resources Selected based on individual needs and interests to increase engagement and motivation. Cultural Capital Opportunities Activities that expose pupils to arts, sports, and community experiences to inspire aspiration. Nurture Breakfasts and Sensory Support</p>	<p>Many pupils in our school have limited access to enriching experiences outside school, which can negatively impact their attitudes to learning, aspirations, and engagement. Our aim is to provide meaningful opportunities both within and beyond the classroom to inspire pupils, broaden horizons, and meet their SEMH needs.</p> <p>Children cannot learn effectively when they lack exposure to real-world experiences. Many of our pupils fall into this category due to disrupted education and limited opportunities outside school. Without these experiences, abstract concepts in the curriculum feel disconnected and meaningless, which impacts engagement, aspiration, and attainment.</p> <p>Providing access to enrichment activities, cultural capital opportunities, and first-hand experiences is therefore crucial. These experiences:</p> <p>Make learning relevant and inspiring. Build background knowledge that underpins reading comprehension and problem-solving.</p>	3,6,7

<p>Dedicated funding per child to meet sensory, transition, and wellbeing needs, ensuring pupils are ready to learn.</p>	<p>Improve attitudes to learning by fostering curiosity and aspiration. Support SEMH needs by creating positive, memorable experiences that boost confidence and resilience.</p> <p>The EEF states that enriching education has intrinsic benefits and can directly improve attainment. A well-rounded, culturally rich curriculum helps disadvantaged pupils overcome barriers and develop the skills and attitudes needed to succeed.</p> <p>EEF Evidence: Life Skills and Enrichment Approaches EEF states that enriching education has intrinsic benefits and that all pupils, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Emotional Literacy Support One to one and small group interventions.</p>	<p>Social and emotional learning approaches have a positive impact in progress and academic outcomes. Social and Emotional Learning/Teaching and Learning Toolkit/EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	6

Total budgeted cost: £31,000

Review of outcomes in the previous academic year - 2024-2025

Behaviour and SEMH

Our school provides a wide range of interventions to meet the complex SEMH needs of pupils, particularly those eligible for Pupil Premium. These include regular parental engagement, dog therapy, counselling, Theraplay sessions, and curriculum enrichment through trips and experiences. These strategies aim to reduce barriers to learning, improve emotional regulation, and foster positive relationships.

Evidence of Impact

We capture evidence of progress through:

Observation – Monitoring engagement and emotional regulation in lessons.

Attendance Improvement – Tracking increased attendance as pupils settle.

Assessment Tracking – Using ILP trackers, Boxall Profiles, and SDQs.

Engagement in Learning – Evidenced through work in pupils' Big Books.

Individual Case Studies – Documenting progress and interventions.

CPOMS Behaviour Monitoring – Recording and analysing incidents of aggressive, verbal, or threatening behaviour.

Behaviour Trends

Data shows that the highest volume of incidents occurs during the initial transition period when pupils join the PRU. However, over time, both the severity and frequency of incidents reduce significantly, demonstrating the effectiveness of our SEMH strategies. For Pupil Premium pupils, this reduction is particularly notable, as targeted support helps them regulate emotions and engage with learning.

Pupil Outcomes

- Cohort attendance averages 89.12% with strong engagement among pupils on roll longer (94% for 3-term pupils).
- Reading progress (ACC/PMR only) averages 8.33 months across pupils with recorded reading data (ACC).
- ACC Reader per-term average: 4.19 months/term; Sandwell per-term average: 3.79 months/term, indicating sustained gains across the year.
- Sub-level progress is consistently strong: Reading ~2.0, Writing ~2.33, Maths ~2.33 sub-levels among pupils.

Progress by Time on Roll (2024–25)

Averages by time on roll show pupils embedded at Oakfield (3 terms) make strong, sustained gains across reading and maths, supported by strong attendance.

Terms on roll	n (pupils)	Mean attendance %	ACC (months total)	Sandwell (months total)	ACC / Sandwell (months per term)
1	4	82.49	5.33	2.25	ACC 5.33 / Sandwell 2.25
2	2	90.23	6.0	8.0	ACC 3.0 / Sandwell 4.0
3	5	93.99	11.75	14.8	ACC 3.92 / Sandwell 4.93

Sub-level Progress Summary

Subject	n	Mean	Median	Min	Max
Reading	4	2.0	2.0	1	3
Writing	3	2.33	2.0	1	4
Maths	3	2.33	2.0	2	3

Progress in Context of Time at Oakfield

This cohort of PP children demonstrates consistently positive progress across the year. Pupils on roll for the full academic cycle (three terms) achieved sustained gains with average attendance around 94%, which aligns with the strongest per-term progress in both reading (ACC) and numeracy (Sandwell). Mid-year arrivals (one or two terms) also made rapid early gains, particularly visible in ACC Reader months per term, reflecting the effectiveness of induction, early assessment, and targeted interventions. Reading (ACC/PMR) averages around 8.33 months among pupils with recorded reading data, and sub-level gains are categorised as Strong (↑↑) across Reading, Writing and Maths. Overall, these outcomes indicate that the longer pupils are embedded within Oakfield's routines and support offer, the more consistently strong and sustained their progress becomes.

Intervention work

In addition to high-quality first teaching, the school implements targeted intervention groups led by a qualified teacher and the SENCO. These interventions are designed to address specific gaps in learning and provide additional support for pupils who experience difficulties in core subjects, particularly mathematics and English. Where necessary, the focus includes closing gaps in phonics knowledge, which can present a barrier to progress if not addressed promptly. The impact of these interventions is monitored

and evidenced through pupil case studies, including photographic documentation demonstrating clear progress over time.

Overall Attendance

	Pupil Premium July 2025 (11 Pupils)	Non Pupil Premium July 2025 (10 Pupils)
Average Attendance (cohort 21 children)	89.12%	91.88%

As of July 2025, the average attendance for Pupil Premium pupils is 89.12%, compared to 91.88% for Non-Pupil Premium pupils. This shows a smaller gap than initially estimated (around 2.76 percentage points), but it still indicates that Pupil Premium pupils attend less frequently. Targeted interventions such as parental engagement, SEMH support, and personalised strategies remain essential to close this gap.

Proposals and possible next steps – Discussion with Lewis and Vicky

Proposal A “Guaranteed Experiences” Model (30 things to do before I leave Oakfield)
<p>Use carry-forward to guarantee:</p> <ul style="list-style-type: none"> • A minimum number of high-quality experiences per pupil, regardless of length of stay • Off-site enrichment (artists, sports, workshops), as well as On-site for pupils with shorter placements/two day per week <p>Why this is defensible</p> <ul style="list-style-type: none"> • Prevents mobility from limiting access (<i>Even if a pupil is only with us for a short time, or attends part-time, they will still be guaranteed access to high-quality enrichment and experiences.</i>) • Strengthens Challenge 8 (Access to Wider Opportunities) • Easy to evidence through pupil voice and case studies
Proposal B Writing-Specific Emotional & Motor Support
<ul style="list-style-type: none"> • Specialist handwriting / fine motor programmes • Alternative writing tools (dictation tech, adapted keyboards, sensory writing equipment)
Proposal C Clinical Supervision
<p>Clinical supervision is a structured, protected space where staff working with high-need pupils reflect on the emotional impact of their work, the decisions they are making, and the effectiveness of their responses.</p> <p>In schools, it is not appraisal, not performance management, and not counselling. Instead, it sits alongside:</p> <ul style="list-style-type: none"> • Trauma-informed practice • SEMH interventions

- Safeguarding-heavy roles
- Therapeutic and behaviour-support work

At Oakfield, this would logically apply to:

- Staff delivering Theraplay, counselling, dog therapy, forest school
- Staff managing high-risk behaviour, restraint, and crisis regulation
- Family support and pastoral staff dealing with trauma, neglect, and ACES

Structure

- Regular sessions (often half-termly or termly)
- 1:1 or small group
- Led by a trained clinical supervisor (often external)

Focus of sessions

- Exploring emotional responses to pupils' behaviour
- Understanding how trauma presents in learning and behaviour
- Avoiding drift into punitive or reactive responses
- Supporting staff to remain consistent, boundaried, and compassionate

Crucially, supervision asks:

“What is this behaviour communicating, and how is it affecting the adult responding to it?”

That question is directly aligned with:

- Our behaviour strategy
- Our SEMH outcomes
- Our Boxall-led intervention planning

Why this fits our Pupil Premium strategy *exactly*

Our document already demonstrates that:

- SEMH need is universal in our cohort
- Behaviour improves over time with the right support
- Early transition periods are emotionally volatile
- Staff deliver complex relational work daily

Clinical supervision strengthens all of these by:

1. Improving consistency of adult response

Disadvantaged pupils with trauma histories are extremely sensitive to adult inconsistency. Supervision helps staff:

- Notice when stress is affecting decision-making
- Stay aligned with agreed approaches
- Reduce escalation caused by adult dysregulation

2. Protecting staff capacity and retention

High-quality SEMH work costs emotionally. Without supervision:

- Burnout risk rises
- Reactive practice creeps in
- Staff absence increases

Using PP carry-forward to protect staff capacity is defensible because staff regulation is a prerequisite for pupil regulation in SEMH settings.

3. Strengthening impact of existing spend

You already fund:

- Theraplay
- Counselling
- Dog therapy
- Forest school
- Behaviour CPD

Clinical supervision multiplies the impact of those interventions by ensuring they are:

- Applied consistently
- Reflected on critically
- Adapted responsively

This is why supervision is often described as “quality assurance for relational practice.”

What clinical supervision is *not* (important for governors & Ofsted)

It is not:

- Therapy for staff
- A forum for complaints
- A replacement for CPD
- An informal chat

It is:

- Structured
- Accountable
- Boundaried
- Purpose-driven

Proposal D Develop enhanced assessment on entry tools

- Ensure assessment captures starting points rather than deficits, allowing staff to identify strengths, barriers, and triggers as early as possible.
- Reduce the impact of high mobility by enabling meaningful assessment within the first days and weeks, rather than relying on longer-term observation.
- Support earlier, more precise intervention planning, particularly in:
 - SEMH regulation and attachment needs
 - Reading, phonics and language development
 - Writing stamina, fine motor skills and emotional responses to learning