



Secondary Pupil Premium

Pupil premium strategy statement – Oakfield School (Short stay)

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school: As of 08.03.26	203 – Dual / single registered
Proportion (%) of pupil premium eligible pupils	59.6% (122 pupils) + LAC = 6 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2028/2029
Date this statement was published	March 2026
Date on which it will be reviewed	Mid review July 2026 Mid Review March 2027 Mid Review September 2027 Mid Review March 2028 Mid Review September 2028 Final Review 2029
Statement authorised by	xxxxxxxxxxxxx
Pupil premium lead	<i>Richard Doyle</i> Deputy Headteacher
Governor / Trustee lead	<i>name, lead for disadvantaged pupils</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	59.6% (122 pupils) = £135, 053 + Lac top up (£1590) x 6 pupils = £9540 Total Funding : £144,593

Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	£146.550

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability / Social opportunities
- Attendance and Safeguarding concerns and awareness

Our Secondary Education curriculum has its roots in research informed practices to ensure that pupils receive a high-quality education, during their time with us.

As a Short-Stay School, we know that pupils have experienced a turbulent education and often have gaps in their learning, knowledge and skills; and therefore, our curriculum has clearly defined theories upon which our subject curriculums are built.

This is because we know that clear expectations are critical in ensuring that our actions create learning journeys for pupils, that enable them to make progress against their starting points, develop resilience in their learning skills, and prepare them for their next steps.

To deliver these curriculums we also focus on creating learning climates that make pupils feel safe, that their needs are understood and that they have a voice that is heard.

To achieve this, there is an entry point assessment profiling phase, so that teachers are equipped with the information that they need to meet the individual needs of each pupil.

At this phase, upon entry, pupils undertake a range of assessments that will provide teachers with an in-depth pupil profile of their strengths and their areas of learning needs that require intervention or adaptation. This supports teachers and support staff to deliver a pupil centred approach to learning, that is tailored to the needs of each pupil who attends Oakfield School.

Once this profiling has been completed, the results are shared with the pupil and their family, alongside the staff who will be working with the pupil. During this assessment profiling phase, every pupil will also participate in a meeting where they will work with the Leader of Behaviour, Attendance, Pastoral and Belonging to create their pupil profile. This is also an opportunity for pupils to share their views about their behaviour triggers and what they view as their best remedial strategies, alongside setting their own personal aspiration goals.

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

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood, or develop the required academic and personal development skills to enable them to return and access mainstream education.

Our School priorities support this (September 2026)

1. To improve attendance for all pupils against their starting points through a:
 - a. Multi-layered strategy that ensures all staff members have accountability for attendance
 - b. Rigorous analysis of data that drives action that result in consistently positive impacts at the individual pupil level

2. To improve literacy skills in pupils through a:
 - a. Robust literacy strategy that is graduated and multi-faceted
 - b. Data rich system that enables interventions to be mapped against need and deployed effectively to close gaps in literacy
 - c. Whole school approach to literacy, that are research informed, regularly reviewed and that staff have access to regular, high-quality training.

3. To deliver an approach to education and curriculum whereby leaders know that it enables every pupil to make accelerated progress against their starting points because it is:
 - a. A research informed approach to education
 - b. Delivered by staff who have received training in a range of interventions alongside the research theories of: Metacognition, Rosenshine's Principles and Dialogic Teaching
 - c. A robust assessment and tracking system that enables staff and leaders to monitor pupil progress and ensure swift action can be taken to maximise progress opportunities.
 - d. A unified approach to medium-term and short-term planning.

A unified approach to Quality Assurance that involves stakeholders from the LA, mainstream schools, the Committee and a cross-section of Oakfield Leaders.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes and Literacy
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school, therefore limited access and ability learn any curriculum that requires these skills.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop interpersonal skills and understand the opportunities ready for them at post 16.
5	Statistically, the percentage of pupils that attend Oakfield that are classified as Child in Need is below the national average, which is 3.3%, unlike the percentage of pupils who are on Child Protection Plans, which nationally is 0.4%. At Oakfield 5% of pupils are on Child Protection Plans (<i>statistics drawn from Children In Need DfE Reporting 2025 published October 2025</i>). This reflects the <i>School Exclusions in England report published in the House of Commons Library</i> that states that pupils interacting with social services because their lives are unsafe, are permanently excluded at 8 times the national rate. This means that as a school we need to ensure that our multi-agency working and linked services responds to this national data and our local picture,
6	In the school, for pupils who are on roll, 55.7% of pupils are entitled to FSM, 2.5% of pupils are LAC, 29.65 have an EHCP, 61.81% have SEN. According to <i>School Exclusions in England report published in the House of Commons Library</i> more than half of permanently excluded pupils had identified SEN. Locally, within Leicestershire 75% of pupils excluded have got SEN in the academic year of 25/26. This data demonstrates that pupils with SEN are disproportionately represented in Leicestershire exclusion data. Whilst national data indicates over half of pupils in this demographic are excluded, Leicestershire's data is significantly above this rate.
7	Tracking the progress and impact of interventions is being further improved. To achieve this we have purchased a learning platform to provide additional and enriched learning and progress opportunities for pupils – this programme offers baselines and learning nuggets to support pupils in their learning journey. We need to purchase a Dyslexia Portfolio and a Literacy lead to support the SENCo to baseline pupils in reading, writing speed, spelling, memory and processing speed. This will provide baselines and support teachers in adapting learning and deploying specific interventions. We have purchased the Progress Maths platform so that pupils can be baselined in their Maths skills and then assessed for progress twice a year. Complete Maths has also been purchased to support Maths

teachers in the delivery of programmes of study, ongoing assessments and track progress. NGRT needs to be purchased to assess pupils' progress in reading 3 times a year and NGST is going to be used to assess pupils' progress in spelling.

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.

	What needs to Happen	Success criteria
1	<p>Next Steps – what actions do we need to take to make improvements?</p> <p>Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments and clear induction process following PATH principles</p>	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> • Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027/28. • An increase in the percentage of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and the mainstream counterparts.
2	<p>Next Steps – what actions do we need to take to make improvements?</p> <p>Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> • Clear identification of pupils who exhibit low Literacy levels through clear Assessment of pupils' language comprehension. • Targets support in specific areas by learning mentors and SALT specialists • Access to other curriculum areas will be increased • A reduction in the disparity in outcomes between disadvantaged pupils and their peers from X% to no more than X% by the end of our strategy in 2027/28.
3	<p>Next Steps – what actions do we need to take to make improvements?</p> <p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> • Through observations and discussions with pupils and their families.
4	<p>Next Steps – what actions do we need to take to make improvements?</p> <p>Disadvantaged pupils feel better prepared for further education, employment or training.</p>	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> • All disadvantaged pupils can access high quality work experience and careers mentoring. • By the end of 2027/28, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

5	<p>Next Steps – what actions do we need to take to make improvements?</p> <ul style="list-style-type: none"> • For all sites to record behaviour and parental communication on Arbor. • To monitor trends over time, compare demographics and link these demographics with behaviours, so that we can adapt curriculums and deliver meaningful lessons that support children keeping themselves and others safe alongside supporting them in understanding the signs of harm and how to get help. • Quality Assurance in Safeguarding, Attendance and Behaviour to take place across sites to conduct deep dive analyses to capture pupil voice, policy into practice, identify strengths and areas for development. • 	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> • Increased intelligence in our actions that directly support the impact on educating pupils in how to keep themselves safe, whilst also ensuring our actions are targeted, swift and reduce pupils exposure to ongoing and/or preventable harm. • Accountability and scrutiny checks are in place to quality assure processes and ensure scrutiny of our systems is in place and are robust in their implementation. • Increased intelligence in our actions that directly support the impact on educating pupils in how to keep themselves safe, whilst also ensuring our actions are targeted, swift and reduce pupils exposure to ongoing and/or preventable harm.
6	<p>Next Steps – what actions do we need to take to make improvements?</p> <ul style="list-style-type: none"> • Data systems have now been established so that baselines in reading, writing, spelling, well-being, resilience, processing speed, working memory, writing speed, writing and oracy have now been established and are currently being undertaken. This is enabling us to track progress against starting points in Arbor so that we can analyse the effectiveness of interventions. • To monitor trends over time, compare demographics and link these demographics with outcomes and re-integration, so that we can adapt curriculums and deliver meaningful lessons and interventions that support pupils to make accelerated progress against their starting points, close gaps in learning and 	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> • Increased intelligence in our actions that directly support the impact on pupils progress against their starting points, whilst also ensuring our actions are targeted, swift and increase pupil outcomes. • Accountability and scrutiny checks are in place to quality assure the quality of education and how it is being adapted against pupils academic profiles and gaps in learning. • Increased intelligence about our actions that enable us to deploy preventative work in schools.

	re-integrate back into education beyond Oakfield.	
7	<p>Next Steps – what actions do we need to take to make improvements?</p> <ul style="list-style-type: none"> Data systems have now been established so that baselines in reading, writing, spelling, well-being, resilience, processing speed, working memory, writing speed, writing and oracy have now been established and are currently being undertaken. This is enabling us to track progress against starting points in Arbor so that we can analyse the effectiveness of CPD and monitor the impact on pupils progress and quality of curriculum delivery, planning and learning. To monitor trends over time, compare demographics and link these demographics with outcomes and re-integration, so that we can adapt curriculums and deliver meaningful lessons and interventions that support pupils to make accelerated progress against their starting points, close gaps in learning and re-integrate back into education beyond Oakfield. 	<p>Intended Impact of Next Steps</p> <ul style="list-style-type: none"> Increased intelligence in our actions that directly support the impact on pupils progress against their starting points, whilst also ensuring our actions are targeted, swift and increase pupil outcomes. Accountability and scrutiny checks are in place to quality assure the quality of education and how it is being adapted against pupils academic profiles and gaps in learning. Increased intelligence about our actions that enable us to deploy preventative work in schools.

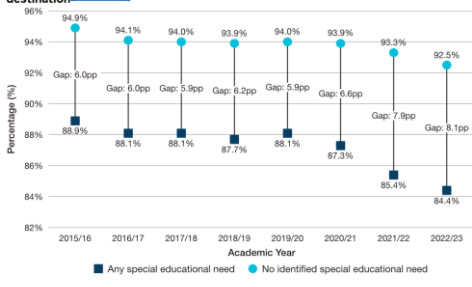
Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 138,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of literacy Lead develop and improve literacy teaching across the school in line with DfE guidance.</p> <p>The lead will engage with all Oakfield school and SALT staff to</p>	<p>Person with that responsibility</p> <p>Literacy Strategy</p> <p>Fresh Start Phonics</p> <p>Dyslexia Portfolio</p> <p>Purchasing of books at every site</p>	1 - 2 - 5 - 7

<p>develop and support high quality of literacy teaching through CPD.</p> <p>Staff: £28,000 Dyslexia Portfolio £ 5,000 Lucid Rapid £ 500 Fresh Start Phonics £ 1,500 Wite Stuff £ 1,600 Renaissance Learning £ 5,000</p>	<p>Staff training in delivering phonics</p>																																					
<p>Appointment of Learning Mentor to support with targeted interventions</p> <p>Learning Mentor X 2: £23,000 £ 23,000</p>	<ol style="list-style-type: none"> 1. Impact of mentors is 2+ months in attainment 2. Consistent mentoring is key – not temporary, ours will be based on site. 3. This approach supports both school and outside society. Mentoring EEF 	<p>1-2-3-4-5-6-7-8-9</p>																																				
<p>Purchase of an additional Speech and Language Therapist (SALT) time, and two further hours of Higher-Level Teaching Assistant time.</p> <p>SALT Assistant x2 £26,000 £26,000</p>	<p>Figure 1: The percentage of children with and without SEN sustaining a post-16 destination^[footnote 13]</p>  <table border="1"> <caption>Data for Figure 1: Percentage of children with and without SEN sustaining a post-16 destination</caption> <thead> <tr> <th>Academic Year</th> <th>Any special educational need (%)</th> <th>No identified special educational need (%)</th> <th>Gap (pp)</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>88.9%</td> <td>94.9%</td> <td>6.0pp</td> </tr> <tr> <td>2016/17</td> <td>88.1%</td> <td>94.1%</td> <td>6.0pp</td> </tr> <tr> <td>2017/18</td> <td>88.1%</td> <td>94.0%</td> <td>5.9pp</td> </tr> <tr> <td>2018/19</td> <td>87.7%</td> <td>93.9%</td> <td>6.2pp</td> </tr> <tr> <td>2019/20</td> <td>88.1%</td> <td>94.0%</td> <td>5.9pp</td> </tr> <tr> <td>2020/21</td> <td>87.3%</td> <td>93.9%</td> <td>6.6pp</td> </tr> <tr> <td>2021/22</td> <td>85.4%</td> <td>93.3%</td> <td>7.9pp</td> </tr> <tr> <td>2022/23</td> <td>84.4%</td> <td>92.5%</td> <td>8.1pp</td> </tr> </tbody> </table> <p>To support the new legislation outlined in the governments white paper</p>	Academic Year	Any special educational need (%)	No identified special educational need (%)	Gap (pp)	2015/16	88.9%	94.9%	6.0pp	2016/17	88.1%	94.1%	6.0pp	2017/18	88.1%	94.0%	5.9pp	2018/19	87.7%	93.9%	6.2pp	2019/20	88.1%	94.0%	5.9pp	2020/21	87.3%	93.9%	6.6pp	2021/22	85.4%	93.3%	7.9pp	2022/23	84.4%	92.5%	8.1pp	<p>1 - 2 - 3 - 7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthening Minds</p> <p>£ 4,600</p>	<p>Testimonials: The programme was both thorough and in-depth, providing weekly progress reports back to the Academy: many of the group highly valued the programme and have since shown significant improvement in their behaviour.</p>	<p>1 – 3</p>

<p>Morrisby : careers profiling</p> <p>£ 500</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%; padding: 5px;"> <p>"It not only helped me understand myself and my learning goals, but it also opened up so many resources and opportunities that I didn't even know existed."</p> <p>Y9 Student Australia</p> <p>★★★★★</p> </div> <div style="width: 30%; padding: 5px;"> <p>"The Morrisby Profile is a brilliant platform helping our young people to find their true career direction."</p> <p>Head of Careers Scotland</p> <p>★★★★★</p> </div> <div style="width: 30%; padding: 5px;"> <p>"The support the team at Morrisby offer schools is incredibly helpful and timely too!"</p> <p>Head of Careers Geneva</p> <p>★★★★★</p> </div> </div>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour – steps to remarkable Raising attainment through attendance as part through a rewards system</p> <p>£2, 000</p>	<p>At KS4, pupils who attended school nearly every day in Year 11 (with an attendance rate of 95-100%) were 1.9 times more likely to achieve the Grade 5 in English and Maths GCSE compared to pupils who only attended 90-95% of the time (relating to up to 2 weeks more time in school over the course of a year) and 3 times more likely than persistently absent pupils who only attend 85-90% of the time (relating to 4 - 6 weeks more time in school).</p> <p>Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4</p> <p>DFE Attainment and Attendance</p>	<p>1- 2 – 3 - 4 – 5 – 7</p>
<p>Prom - for year 11s to celebrate and have the same opportunities as their peers</p> <p>£4000</p>	<ul style="list-style-type: none"> - Concentration towards exams - Leadership skill development - Increase in social skills - A school prom isn't just a party 	<p>3 – 6 – 8 - 9</p>
<p>Adventure and Wellbeing Curriculum to identify and support pupils personal development supported by</p> <p>Equipment – start up = £5500</p>	<p>Impact Ed diagnostics in 4 areas (resilience, self-worth, sense of belonging and family and social circles)</p> <p>8 Activities - led by teachers and UPS staff</p> <p>Whole curriculum</p>	<p>3 – 7 – 8 - 9</p>

Impact Ed: -	£1500	Pupil voice	
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Total budgeted cost: £ 157,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1 Page: Oakfield Secondary school has was only registered as a school in August 2025

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.