

Pupil premium strategy statement



This statement details our school's use of pupil premium (PP) funding (and recovery premium for the 2024 to 2025 academic year) to help improve the attainment and progress of our disadvantaged students.

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 |
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| School name | Oldfield School |
| Number of students in school | Number of KS3/KS4 students in school: 1109 Number of KS5 students: 166 Number of PP students: 243 |
| Proportion (%) of pupil premium eligible students | 22% (243 students) |
| Academic year that our current pupil premium strategy plan covers (3 Year Plan recommended) | Year 1 - 2023/2024 Year 2 – 2024/2025 Year 3 – 2025/2026 |
| Date this statement was published | Oct 2025 |
| Date on which it will be reviewed | March and August 2026 |
| Statement authorised by | Andy Greenhough Headteacher |
| Pupil premium Lead | Hannah Fleming Assistant Headteacher |

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| Governor / Trustee Lead | |
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Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £288,652 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | NA |

Statement of intent

Intent:

Oldfield school's intention is that all students, irrespective of their background or the challenges they face, are given opportunities and support to achieve the highest of standards in their educational experience. We believe in equity for all learners and we endeavour to provide appropriate opportunities to improve the attainment, progress and life opportunities for our PP students.

Implementation:

We use an individualised and personalised approach to ensure we **build good relationships** with all students to support holistically their school experiences. Improving **attendance** and **high-quality teaching** are our key focuses, as these have been proven to have had the greatest impact on closing the disadvantage attainment gap, according to Education Endowment Foundation (EEF) research.

Our strategy is based on **research** and rigorous, robust assessment data to ensure we are providing the appropriate support, rather than responding to generalised assumptions about students. Our mission is to ensure all our students receive **targeted interventions** when needed, access to the broad extra-curricular provision on offer, as well as cultural capital experiences and enrichment opportunities. At Oldfield we aim for all disadvantaged pupils to achieve their ambitions in a safe environment and have clear **future pathways** and aspirations in order to flourish in life after school.

Our PP strategy seeks to improve the attendance of our disadvantaged students, their engagement with extracurricular opportunities and to provide welfare support for some of our families. Implicit in the intended outcomes detailed below, is the aim that non-disadvantaged students' attainment, progress and **well-being** will be sustained and improved alongside our plans for progress of their disadvantaged peers.

Impact:

Through individual planning and strategic intervention, support and monitoring, our PP students will flourish in and out of school and have aspirations and plans for life beyond school.

Challenges

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

| Challenge number | Detail of challenge |
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| 1. Progress | <p>The progress of our disadvantaged students is below that of their non disadvantaged peers.</p> <p>Analysis of 2025 GCSE results:</p> <p>Our internal estimate of the progress 8 score that would have been achieved by the x58 year 11 PP students: -0.44 (above National Average Data).</p> <p>These students engaged with school and our new interventions, which included:</p> <ul style="list-style-type: none">• appointment of key staff (Assistant Headteacher focused on PP provision, PP coordinator, Attendance support),• building strong relationships,• focus on high quality teaching,• subject interventions,• Introduction of Period 6 Year 11 classes to deliver targeted specialised support in English and Maths,• pre-exam preparation and resources,• engaging parents and carers by delivering meetings and information evenings in Southside/ Hanham Community Centre,• mentoring,• one-to-one personalised support, and study zone sessions.• extra lessons with external experts. |

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| 2. Attendance | Oldfield’s attendance data indicates that attendance among disadvantaged students is lower when compared to our non-disadvantaged students. | | |
| | | 2023/24 | 24/25 |
| | Whole school attendance | 89.3 | 90.8% |
| | Non-PP Student Attendance | 92.7 | 93.1% |
| | PP Attendance | 76.9 | 82.8% |
| 3. Reading and Literacy | The reading and literacy skills of our disadvantaged students are adversely affected by lower attendance, limited access to early reading opportunities, cultural experiences and wider experiences of the world. | | |
| | | 2023/24 | 2024/25 |
| | % of all students below reading age related expectation (ARE) | 24 | 29.5 |
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| | % of PP students below reading ARE | 40 | 50 |

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| 4. Wellbeing and Mental health | <p>There is a significant increase in students with complex needs, including social and emotional mental health.</p> <p>42% of CPOMS (Child Protection Online Monitoring System) referrals were for PP students despite them making up only 23% of the student body.</p> |
| 5. Numeracy | <p>The progress of disadvantaged students at KS4 is below that for non-disadvantaged.</p> <p>There is a smaller uptake of disadvantaged students studying A level mathematics</p> |
| 6. Careers | <p>Lower aspirations of PP students regarding careers and post 16 education.</p> <p>Lower parent/carers engagement with the school.</p> |
| 7. Behaviour | <p>A disproportionate number of pupils from under resourced backgrounds are being sanctioned under the school's Behaviour Policy.</p> <p>Disadvantaged students receive more behaviour points and exclusions from school.</p> |
| 8. Enrichment and Engagement | <p>Our PP students do not access the same variety of extracurricular clubs, trips and residentials, holiday and cultural experiences as our non-PP students.</p> <p>Lower parent/carers engagement in school and learning.</p> |
| 9. SEND | <p>A significant number of our disadvantaged children have multiple disadvantage factors, including SEND needs.</p> |

Intended outcomes

This section 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/ how we will measure. |
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| <p>1. PROGRESS:</p> <p>Pupil Premium students are achieving at least in line with, or above national progress measures in Maths and English at KS4 and above their expected flight path in KS3.</p> | <ul style="list-style-type: none"> • Improved progress in reports, assessments and examinations for our disadvantaged learners. • Assessment Point data identifies students in need of intervention and support required, and PP students show progression. • Small group intervention and additional sessions offered and tracked. • Improved student engagement in the range of interventions. For example, students supported to access Super Curriculum resources and attend Study Zone sessions. Attendance will be tracked. • Study Skills delivered through our Tutor Programme. • Student voice/engagement shows that students are confident approaching exams. • SLT mentoring of PP students in KS4, leading to higher engagement of PP students with their learning and a better awareness and tracking of their how they learn best and their termly targets. • Timetabling and staffing carefully considered to ensure all students receive continuity of teaching and curriculum delivery. • Learning walks and lesson 'drop ins' reflect the school's staff training and Continuing Professional Development (CPD) sessions on adaptive teaching. High quality PP work celebrated regularly in the staff bulletin, reflecting high expectations for all. • Students are equipped and encouraged to be ready to learn - equipment is provided when needed, for example stationery and calculators. Tutors check this daily. • Attendance and engagement at study skills evenings and information evenings is tracked and improved. |

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| | <ul style="list-style-type: none"> • High Quality Lessons through regular CPD are put into place to support High Quality Teaching across the curriculum. For example: <p>Term 1&2 2025</p> <ul style="list-style-type: none"> • <i>INSET session on strong routines to support all students access lessons</i> • <i>Quality Assurance (QA) process – Heads of Subject observations and SLT drop-ins. Continuing all year.</i> • <i>CPD route sign-up, giving staff a choice of area to focus on to support achieving high-quality teaching</i> • <i>Teaching & Learning meeting with focus on macro and micro adaptive teaching strategies</i> • <i>INSET time to develop adaptive teaching strategies withing subject areas and collaboratively plan effective lessons to support the progress of all</i> <p>Term 3&4 2026</p> <ul style="list-style-type: none"> • <i>INSET time to revisit adaptive teaching strategies and further embed them into lesson planning</i> • <i>Teaching & Learning meetings sharing best practice and ways to support learners accessing lessons</i> • <i>Continuation of CPD route sessions to further support high-quality teaching</i> <p>Term 5&6</p> <ul style="list-style-type: none"> • <i>Culmination of CPD route sessions</i> • <i>Teaching & Learning meetings focused on high quality questioning</i> |
| <p>2. Attendance</p> <p>PP student attendance is improved and sustained in line with the school's attendance target. and above national average attendance.</p> | <ul style="list-style-type: none"> • Attendance of PP students increases and the gap in attendance between PP and non-PP students has decreased. • A tracked reduction in the percentage of PP students being classed as Persistently Absent or Severely Absent from school. • Develop more of a sense of school belonging for PP students. Measured by increased attendance, and participation in extracurricular activities. • Develop the resilience of students through positivity, rewards and praise. • Creation of a rewards system for attendance which recognises all students whose attendance is improving. • Attendance Team / XJD to be aware of who their PP students are, and who are classed as persistently absent or severely absent. • Attendance is a regular agenda item at both pastoral and all staff meetings. |

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| | <ul style="list-style-type: none"> • Staff are trained on how to support PP students who are struggling with emotional based school avoidance (EBSA). • Systems are in place which enable various teams across the school to have a 'Plan, Do, Review' approach to supporting attendance. • The school adopts a supportive approach to dealing with poor attendance, which has a focus on removing barriers. • The school provides parents whose children who are struggling to attend school with information on where they can seek external support. |
| <p>3. Reading and Literacy. All students are supported to improve their reading and levels of literacy enabling them to fully access the curriculum.</p> | <ul style="list-style-type: none"> • Reading scores show a reduced gap between PP and non-disadvantaged learners. Reading ages are assessed by New Group Reading Test (NGRT) assessments, and strategies are put in place to improve reading ages, so students can successfully access the curriculum. • Staff all recognise and embrace the fact that we are 'all teachers of literacy' through INSET and additional CPD training. This is reflected in staff voice, lesson 'drop ins 'and improved student reading ages. • Staff adapt their lessons using the whole-school reading strategy Read Like a Champion (RLAC). This is demonstrated in staff and student voice, lesson drop-ins and improved student reading ages. • Promotion of a whole-school reading and literacy culture and celebration of reading. Every week students focus on 'Word of the Week' tier 2 vocabulary and 'Oldfield Reads', a short text read together by all students, to promote independent reading skills and encourage students and staff to recognise the importance of reading and literacy. This is reflected in schemes of work, lesson observations and student voice. • Reading interventions are delivered by specialist staff to all students who are a year or more below ARE, resulting in improved student reading ages evidenced by regular testing. • Students identified in Year 7 by NGRT and Wide Range Achievement test (WRAT) tests as a year below ARE follow the 'Reading Plus' programme in KS3, and Functional Skills in KS4. Data from these groups show improved student reading ages. • A phonics programme delivered by our Nurture teacher to students identified as requiring this focus. Regular testing shows improved student reading ages. |

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| <p>4. Wellbeing and Mental Health.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p> <p>Students with complex needs are supported by school counselling teams, pastoral teams and medical teams.</p> <p>External agencies are contacted to provide specialist support when required.</p> | <ul style="list-style-type: none"> • Where students or their families require early help from external agencies this will be identified and promptly put in place and tracked. The school will take on the role of lead professional where required and make referrals to external agencies. Relationships are maintained and developed with external agencies to ensure our students can access support when necessary. • A significant increase in participation in enrichment activities, particularly among disadvantaged students. • As complex needs are addressed, PP students' attendance improves and they make expected progress. • Reduced levels of wellbeing concerns are raised. • Positive relationships between staff and students are built, to provide students with consistency and support. • PP profiles are used by staff to gather more information about a students' interests, aspirations and ambitions. • Students know who their 'trusted adult' is, and can ask for emotional or practical help & support. • Counselling services are expanded where possible, to provide support for students every day. • Pastoral and SEND teams meet twice a term to discuss students holistically and document agreed interventions, actions and appropriate support. • Students are regularly taught ways to support their physical and mental health and wellbeing (including sleep, diet, healthy lifestyles and relationships) through our PSHE curriculum and Tutor programme. • Qualitative data from student voice, student and parent surveys and teacher observations show sustained high levels of wellbeing. |
| <p>5. Numeracy</p> <p>All pupils to achieve a mathematical qualification by the end of year 11 (functional or GCSE).</p> | <ul style="list-style-type: none"> • Interventions to support disadvantaged students will be put in place during tutor time in year 11. • Progress of disadvantaged pupils to match the rest of the school. • PP students will be prioritised to take part in Maths trips/visits. • Further monitoring of PP students following internal assessments, and greater awareness from staff of who these students are (via seating plans and assessment data). |
| <p>6. Careers</p> <p>All KS4 PP students have access to careers advice.</p> | <ul style="list-style-type: none"> • All PP students at KS4 will be prioritised for 1:1 career advice. • PP students will be prioritised for all internal and external careers events. • Additional support to be provided for Year 10 PP students to secure work experience placements. |

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| | <ul style="list-style-type: none"> Year 11 progress data will be shared with pastoral/ tutor teams, with an emphasis on ensuring PP students have a secure post-GCSE educational/career next step. |
| <p>7. Behaviour</p> <p>Behaviour of disadvantaged students improves.</p> <p>PP pupils are not disproportionately achieving more behaviour points, isolations and suspensions from school/lessons.</p> | <p>The school has developed our approach to behaviour for learning to ensure there are fewer suspensions and behaviour points for all students, as a result of increased behaviour support in school. Actions include:</p> <ul style="list-style-type: none"> SLT and HOYs to explore in greater detail approaches to supporting pupils who are identified as PP/disadvantaged. Have those in charge of decision making, fully exploited the resources available to pupils to support a change in behaviour, before using the sanction of suspension? For example: Working with our PP support members of staff; Clear recognition and acknowledgement of various contexts that may have affected the behaviours displayed; Development of THRIVE strategies across the school, especially for students who are likely to have experienced adverse childhood experiences (ACE), e.g. those who are disadvantaged. Redesigning of our suspension form to explicitly ensure that we have checked the PP status of pupils before making sanction decisions. Pastoral meetings to be more pupil focussed rather than systems focussed. Change to fortnightly 1.5 hr meetings (from 45-minute weekly meetings), where we collaboratively discuss pupils and appropriate support. PP Team are invited to these meetings. Greater use of the Local Authority (LA) to support pupils e.g. the Inclusion Team, to help reduce suspensions and train teachers. Explore and track the use of volunteer mentors to help support some of our most vulnerable students (in terms of suspension figures) - positive adult role models can have a great impact. Pastoral teams to monitor behaviour points and exclusion data, and work with targeted students by providing required support, so all students can access lessons and achieve their best. Staff are informed of the difficulties impacting disadvantaged students in particular, and plans are developed to support them to remain in school and in lessons. CPD to be provided for all staff about high expectations and behaviour management. This is reflected in staff voice, lesson drop ins and improved attendance data. |

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| | <p>Measured by: suspension rates for PP students to decrease / be in line with the proportion of PP students in the school.</p> |
| <p>8. Enrichment and Family Engagement:</p> <p>Disadvantaged children to enjoy the wide range of enrichment activities, events, residential and trips on offer at Oldfield school.</p> <p>Parents/carers of disadvantaged learners are engaged with the school, feel welcome and are aware of their child/children's learning.</p> | <ul style="list-style-type: none"> • All students to be invited to participate in wider school activities. Data shows attendance at extra-curricular clubs and trips for students facing disadvantage increases significantly, and we will continue to aim for 100% attendance. • Cultural capital experiences/activities integrated as part of schemes of learning to ensure opportunities are regularly offered. • Pastoral team to monitor attendance at all clubs and disseminate this information to staff and activity leaders, so they can target, invite and encourage their PP students to participate. • PP students are prioritised when planning activities, and parents are informed personally about events, trips, activities and clubs. • PP attendance at school events to be rigorously monitored, to inform strategies to engage parents/carers in school. • All PP parents to be contacted before parents' evening to encourage attendance. Attendance at school events improves- such as parents' evenings, study skills evenings, school productions and music performances, and parent surveys indicate that a positive relationship with PP families has been established, and support is received for a wide range of needs. • School events are held in different locations across the city, and are well attended by our PP families. • All 'hard to reach' PP parents identified in conjunction with student's primary school during term 6 before entry to Y7, and contacted by the transition team. • Pastoral teams and tutors regularly contact home to maintain links, communication and relationships. |
| <p>9. SEND:</p> <p>Pupils are supported to access the curriculum and their SEND needs are met through interventions from the Inclusion Team and</p> | <ul style="list-style-type: none"> • PP students' SEND needs are assessed and clear, evidenced interventions are put in place. • As their SEND needs are being addressed, PP pupils to make expected or above expected progress. • Pastoral Teams liaise regularly with the SEND team, to ensure clear plans are in place for targeted support. • Teaching and support staff use SEND and PP 'Pupil Passports' to support their teaching by implementing strategies advised by SEND and pastoral teams, therefore maintaining high expectations of all students. |

individualised support. They are aware of, and supported towards meeting the high expectations from all staff.

- Staff CPD includes training on supporting students. For example, ADHD training.