

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Oakgrove School
Number of pupils in school	2304
Proportion (%) of pupil premium eligible pupils	16.19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Ian Tett, Headteacher
Pupil premium lead	Nicola Irwin-Morris, Senior Deputy Headteacher
Governor / Trustee lead	Karen Carabine

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,000
Recovery premium funding allocation this academic year	£50,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£380,000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in core subjects (English, Maths, Science).

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality First Teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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>The attainment of disadvantaged pupils is generally lower than that of their peers</p> <p>On entry to year 7 over the last 5 years, between 25 - 35% of our disadvantaged pupils arrive below age-related expectations compared to 5 - 15% of their peers. Subsequent internal and external (where available) assessments show that this gap remains steady during KS3, but widens by around 5% during pupils' time in KS4.</p> <p>The biggest difference is in Maths and English at grade 5 and above (not so much grade 4 and above) – interestingly at grade 5 and above Maths and English are similar in terms of the difference between disadvantaged and their peers, but at grade 4 and above the gap is wider in Maths.</p>
2	<p>Assessments, observations and discussion with KS 2&amp;3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, and shown by the amount of referrals to Behaviour Guidance Room (BGR) and reports for disadvantaged students.</p> <p>Homework Completion: In 20-21, 28% of H1s were given to disadvantaged students which exceeds the proportion we would expect. In 20-21 this has fallen to 23%, we are hoping for it to fall further.</p> <p>Report Data: In 2020-2021, 29% of reports were for disadvantaged students, In 2019 - 2020 this figure was 34% (reduction of 5%)</p> <p>BGR Data In 2020-2021 29% of referrals to the BGR were for disadvantaged students, a fall of 4% from the previous year</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities</p>

	due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment and life chances.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 6% lower than for non-disadvantaged pupils.  40 - 42 % of disadvantaged pupils have been 'persistently absent' compared to 28 - 30% of their peers during that period. (overall PA is 30.6% in 20-21). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	In the primary, a disproportionate number of disadvantaged pupils do not have support at home to access home learning tasks/homework, including regularly reading with a literate adult.

### 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>• an average Attainment 8 score which is above national average</li> <li>• a Progress 8 score which is above national average</li> <li>• an EBacc average point score in line with non disadvantaged students</li> <li>• an Ebacc entry percentage in line with non disadvantaged students</li> </ul>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS2	2024/25 KS2 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> <li>• reading, writing and maths attainment above national average</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3 and KS2.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.  This finding is supported by homework completion rates across all classes and subjects.  BGR and Report Data indicate these are in line within the proportion of disadvantaged students in school

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2-3%.</li> <li>● the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 7% lower than their peers.</li> </ul>

## 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: **£130,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class Sizes - Contribution towards the funding of extra staffing in Y7 to provide intensive small group support for those who did not reach expected standards at the end of Key Stage Two plus LSA support in these classes</p> <p>Reduction in class sizes to an average of 25 in KS3 with the new 300 intakes, allowing very small KS3 lower sets</p> <p>Additional staffing provided in English and Maths in Key Stage Four to reduce class sizes and create intensive intervention groups</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reducing Class Sizes - EEF</p> <p>Teaching Assistant Interventions, Toolkit strand, EEF</p>	1,2,3,4
<p>Student Engagement - Contribution towards targeted group teaching in KS2</p> <p>One to one tuition for CLA students using external agencies</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,7
<p>Staff CPD - Staffing costs (EJP, JLW, RJC)</p>		5, 7

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

Budgeted cost: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Interventions -Contribution towards the cost of KS3 English, Maths and Science coordinators to lead lunchtime and after school intervention sessions One-to-one mentoring for individual needs Additional Easter and Whitsun holiday intensive exam revision classes Eng/Mat - intensive booster for CLA/Disadv in literacy & numeracy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Resources - Contribution towards the costs of arranging/running programmes with outside agencies e.g. Brook, Compass, CAMHS, Hearing, Speech & language, vision, medical	Behaviour interventions EEF	4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£140,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Mental Health Strategy to focus on ensuring all students feel supported at school</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p> <p>INSET for pastoral team and for LSA/SEN team and for NQTs on CLA</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="https://www.eif.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training to develop and implement new procedures.</p> <p>A Sustained Absence Link will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p>Increased staffing to monitor and support the attendance, behaviour and emotional well-being of PP students according to their needs</p> <p>Additional staff to provide homework clubs in the Library and also in SEN Dept every evening</p> <p>LSA lunchtime cover for social skills</p> <p>LSA to provide additional before and after school activities inc. booster class and 'meet and greet' and peer reading</p> <p>One to one progression interviews for all year 11 PP students</p> <p>Work Experience extra support for selected year 10 PP students</p> <p>University trips raising expectations for disadvantaged students</p> <p>Cost of wrap around care at primary, including additional literacy support</p>	<p>Behaviour Interventions - EEF</p> <p>Teaching Assistant Interventions - EEF</p>	5, 6, 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £360,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged students.

At KS4 The A8 score for disadvantaged students was 46.47 compared to 57.89 for non-disadvantaged students. Pleasingly EBacc entry was 20%, which is higher than non-disadvantaged students at 17.4%

At the end of KS2, internal assessments show that children achieving Age-Related Expectations for reading was 63.6% compared to 87.8% for non-disadvantaged, writing was 50% compared to 78% and maths was 81.8% compared to 90.2%.

Despite being on track during the first year, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

Programme	Provider
National Tuition Programme	

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### 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 have triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.