

## Pupil premium strategy statement - Updated October 2022

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	2405
Proportion (%) of pupil premium eligible pupils	15.38%
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 next reviewed	October 2023
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	£300,000 (tbc)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£300,000</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 19-20, 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.	2024/2025 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.	2024-2025 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>● 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="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">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="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">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
<p>Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>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:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 4</p>
<p>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.</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>1, 2, 3</p>
<p>Interventions -Contribution towards the cost of KS3 English, Maths and Science coordinators to lead lunchtime and after school intervention sessions</p> <p>One-to-one mentoring for individual needs</p> <p>Additional Easter and Whitsun holiday intensive exam revision classes</p> <p>Eng/Mat - intensive booster for CLA/Disadv in literacy &amp; numeracy</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>1,2,3</p>
<p>Resources - Contribution towards the costs of arranging/running programmes with outside agencies e.g. Brook, Compass, CAMHS, Hearing, Speech &amp; language, vision, medical</p>	<p>Behaviour interventions EEF</p>	<p>4</p>

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

Budgeted cost: **£140,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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-early-intervention-foundation">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 2021 to 2022 academic year.

At KS4 The A8 score for disadvantaged students was 52.58 (2021 46.47) compared to 60.37 (2021 57.89) for non-disadvantaged students. This means that the gap of 11.42 points in 2021 has reduced to 7.79 in 2022 which indicates disadvantaged students are closing the gap on their peers. The A8 score is in line with national non-disadvantaged students (52.6)

Pleasingly EBacc entry for disadvantaged students was 19%, which is comparable to non-disadvantaged students at 20.1%. This will increase as the schools strategy for increasing the uptake of the EBacc is implemented over the next two years.

Progress scores for disadvantaged students in 2022 were above national average at 0.21 and higher than national non-disadvantaged students (0.15).

At the end of KS2, 67% (2019 43%) of disadvantaged pupils achieved age-related expectations compared to 100% (2019 96%) for non-disadvantaged pupils in reading. In maths, 75% (2019 43%) achieved ARE compared to 75% (2019 96%) for non-disadvantaged pupils.

Reading comprehension levels amongst all pupils has been a focus as part of closing gaps that may have opened due to the impact of COVID. Initial indicators and reports from teaching staff show these are improving.

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. In 21-22 this has fallen further to 21% which is more in line with the proportion expected.

Report Data: In 2019 - 2020 34% of reports were for disadvantaged students In 2020-2021 29% (reduction of 5%), In 21-22 this figure was 27%, a fall of 2%

BGR Data In 2020-2021 29% of referrals to the BGR were for disadvantaged students, a fall of 4% from the previous year, in 21-22 this figure remained around 29%. We are looking further at the students involved to put in place additional support strategies.

Data in 21-22 shows that attendance for disadvantaged students was 2.6 % lower than non-disadvantaged. Persistent absence rates are 45.5% for disadvantaged students compared to 34.1% for non-disadvantaged students. COVID isolation rules that were in place until 1st April 2022 have caused a greater percentage of students than normal to be recorded as persistently absent.

## Externally provided programmes

Programme	Provider
National Tuition Programme	