

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	Oakwood High School
Number of pupils in school	1055
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	C Eccles
Pupil premium lead	S Hartley
Governor / Trustee lead	A Dudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,130
Recovery premium funding allocation this academic year	£47,000
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	£284,130

Part A: Pupil premium strategy plan

Statement of intent

At Oakwood High School 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 in order to successfully make the next step in their education and prepare them to be lifelong learners.

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.

'Quality first teaching' is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged 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 National 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
- set ambitious targets for all disadvantaged pupils
- 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>Close the disadvantaged, SEN K and boy/ girl gap by improving quality first teaching and building a self-reflective, self-improvement ethos.</p> <p>Introduce professional partners to facilitate peer coaching as part of 'Talent Development' to support the effective use of class profiles and the identification of specific strategies to support the progress of disadvantaged pupils.</p>
2	<p>The reading ages and comprehension skills of disadvantaged pupils is generally lower than that of their peers</p> <p>Focus on strategies to improve reading levels, vocabulary, comprehension, prosody and an appreciation for reading. Use identified reading strategies to support this, including Bedrock and the Herts project.</p>
3	<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 due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 52 with 17 pupils on the counselling waiting list (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 15 (4 of whom are disadvantaged) currently receiving small group interventions.</p>
4	<p>Our attendance data over the last 5 years indicates that absence among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils.</p> <p>18% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during that period. Our assessments and</p>

	observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	<p>Expect more from pupils in the classroom: more pupils participating/practising for more of the time</p> <p>Academic expectations of all pupils, including PP pupils, needs to be high, this includes setting ambitious targets that are owned by pupils and the class teacher.</p>
6	<p>Pupil aspirations, and particularly the disadvantaged have lower aspirations and limited cultural capital.</p> <p>Support and opportunity need to be available for pupils to not only be aspirant, but also be able to communicate their post 16 and future plans. Provide opportunities for enrichment to develop cultural capital.</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																		
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4	<p>No attainment gap between cohort targets</p> <p>Increased progress from PP pupils and other cohorts</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: an average Attainment 8 score of 4.8 a Progress 8 score of at least 0.2</p>																		
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Average reading comprehension for disadvantaged pupils improves in each year to:</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>vs non-d</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>97.89</td> <td>-0.2</td> </tr> <tr> <td>Year 8</td> <td>97.84</td> <td>+0.34</td> </tr> <tr> <td>Year 9</td> <td>96.07</td> <td>-0.2</td> </tr> <tr> <td>Year 10</td> <td>97.84</td> <td>+0.36</td> </tr> <tr> <td>Year 11</td> <td>95.47</td> <td>-0.18</td> </tr> </tbody> </table>		Baseline	vs non-d	Year 7	97.89	-0.2	Year 8	97.84	+0.34	Year 9	96.07	-0.2	Year 10	97.84	+0.36	Year 11	95.47	-0.18
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To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations. 																		

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Reduce the PA figure for disadvantaged pupils to less than 14% and in line with non disadvantaged by 2024.</p> <p>To have a cumulative absence figure of less than 5%. This will show an improvement across all cohorts.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects	Teacher reports and class observations show 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.
To raise aspiration and access to opportunity for disadvantaged pupils from the start of Key Stage 3	There is a wider understanding of career paths and pupils careers profiles demonstrate an outward looking ambitious focus

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: £ 39,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased focus on the personalisation of learning</p> <p>Training for SENDCo Course to add additional capacity</p> <p>Provision of Chromebooks for all disadvantaged pupils</p>	<p>Personalising education by adapting learning opportunities and teaching to the needs of individual students has always been an aim of educators. With increasing availability and sophistication of technology, the adaptive and personalisable features of EdTech have been suggested as offering a powerful means for addressing important educational challenges. This includes a potentially pivotal role in tackling one of the greatest disruptions to education in our time — an effective response to ongoing school closures.</p>	1,5,6

<p>Use of IRIS to support teaching and learning and the effective use of class profiles</p> <p>Training to support staff in using class profiles effectively to ensure effective personalisation</p>	<p>A growing body of research demonstrates how technology-supported personalised learning can allow different kinds of content to reflect learners' own preferences and cultural context, in addition to automatically capturing and responding to students' learning patterns with data. It can also enable the pace of learning to be adjusted in a way that empowers learners to choose how and when they learn.</p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Impact Ed Reading tests</p>	<p>2,3,4,6</p>

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

Budgeted cost: £ 140,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teachers in core subjects and enhanced middle leadership roles, all of which have a focus on progression and attainment.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf educationendowmentfoundation.org.uk</p> <p>To teach English Language and English Literature effectively, there needs to be an indisputable understanding of how to teach skills and knowledge so that young people can read, comprehend, interpret and apply their learning. As such, there is a drive for research-informed CPD within English to further develop teachers' expertise of teaching and academic knowledge of the texts. The English teachers are also the leaders in using reading strategies to ensure pupils acquire and contextualise vocabulary, decode and understand and write fluently. This allows pupils to access the full curriculum and become life-long, functioning, empathetic learners and citizens. Leadership is at all levels to spread the expertise and influence of our strongest practitioners.</p>	<p>1</p>
<p>Staffing costs: Enhanced roles in mental health counselling, careers guidance and at SLT level (where a</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood</p>	<p>3,4,6</p>

<p>member of staff takes responsibility for progression and engagement).</p>	<p><u>Promoting children and young people's mental health and wellbeing A whole school or college approach</u></p> <p>Career guidance can raise aspirations and help young people make informed choices about their future.1,2 However, research suggests that young people from disadvantaged backgrounds may be less likely than their peers to engage with careers provision.</p> <p><u>Pathways to success Increasing online careers advice engagement for disadvantaged young people</u></p>	
<p>HERTs Reading Strategy</p>	<p>The Education Endowment Foundation - Improving Literacy in Secondary Schools document suggests, as one of the top recommendations, that 'Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively'. And that 'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.'</p>	<p>1,2,6</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><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1,5,6</p>

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

Budgeted cost: £ 104,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers 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>	<p>1,4,6</p>
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</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>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>1,2,4</p>
<p>Xello is a careers based programme designed to meet Gatsby benchmarks and raise aspirations and signpost pupils to information for their future pathways.</p> <p>Additional careers advisor support</p>	<p>Career guidance can raise aspirations and help young people make informed choices about their future.^{1,2} However, research suggests that young people from disadvantaged backgrounds may be less likely than their peers to engage with careers provision.</p> <p>Pathways to success Increasing online careers advice engagement for disadvantaged young people</p>	<p>1,6</p>

<p>Work experience has been established for all Y10 pupils to engage in a one week placement to give them the experience of preparing for and engaging in real life work.). This gives pupils a contextual understanding of their GCSE outcomes and a link between aspirations and academic outcomes.</p> <p>CRESST Peer mediation has been implemented to train successful Y10 & Y11 applicants on peer mediation to develop the skills to support younger pupils in resolving conflict and peer issues to avoid ongoing more complex issues later in school.</p>	<p>Ofsted state that all pupils should be given the chance to experience meaningful opportunities in the world of work; Pupils learn employability skills, such as treating customers well and business awareness, much more effectively in real work situations. Over 95% of schools identify employability skills (which we pushed and evidenced 2018-2019) and increased self-confidence as key benefits of experiences of work.</p> <ul style="list-style-type: none"> ● Pupils can gain important insights into their career interests and values, which will help them with their future decision making. ● Career management skills, such as organising, negotiating, networking and self-presentation can be practised. ● Pupils can develop and apply the skills they are learning at school. ● Experiences of work are part of the talent pipeline for businesses looking to recruit school leavers and apprentices. ● Experiences of work give young people a competitive advantage – about 80% of employers think work experience is essential and two-thirds of employers would be more likely to hire a young person with work experience over someone with none. <p>Conflict is an inevitable part of life, both in our face-to-face and our online interactions. CRESST does not aim to reduce conflict, but instead acknowledges that it is a natural and frequent part of daily life.</p> <p>If conflict is managed well, we can reduce the hurt and harm it causes, and the learning can lead to deeper understanding, greater tolerance and more creative outcomes.</p>	<p>1,6</p> <p>1,4,6</p>
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Total budgeted cost: £ 284,130

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.