Pupil premium strategy statement – Oakwood High School

This statement details our school's use of pupil premium (and recovery 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	1052
Proportion (%) of pupil premium eligible pupils	25.2%
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	B Carre
Governor / Trustee lead	A Dudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,616
Recovery premium funding allocation this academic year	£47,851
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£359,467

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	Internal and external assessments show a progress and attainment gap for disadvantaged pupils compared to non-disadvantaged pupils, which is present in Y7 and widens throughout KS3 and KS4. Gaps also exist for SEN K and boys/girls.

2	The reading ages and comprehension skills of disadvantaged pupils is generally lower than that of their peers. Lesson sampling and staff observations show that pupils sometimes struggle to access more complex texts and need support with comprehension. This impacts on progress across all subjects.	
3	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.	
4	Attendance data shows that disadvantaged pupils have lower attendance on average than non-disadvantaged pupils. In addition the proportion of disadvantaged pupils who fall into the Persistent Absence category is proportionally much higher than non-disadvantaged.	
5	Observations and lesson sampling show that pupils are compliant but sometimes passive during lessons. Pupils need to be participating and practising more in order to progress further.	
6	We believe that disadvantaged pupils have lower aspirations and limited cultural capital than non-disadvantaged pupils. Disadvantaged pupils are less likely to apply for pupil leadership roles and attendance at extra-curricular activities is lower.	

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, particularly in maths, Science and the open basket.	No attainment gap between target cohorts. Increased progress from PP pupils (and SENK and boys/girls)
Improved reading comprehension among disadvantaged pupils across KS3.	Average reading comprehension for disadvantaged pupils improves in each year to narrow the gap with non-disadvantaged. Lesson sampling shows improvement in disciplinary literacy and reading taught across the curriculum.
Sustained improvement in wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024-2025 demonstrated by : - qualitative data from pupil voice, pupil and parent surveys and lesson sampling. - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Sustained improvement in attendance for all pupils, including those who are disadvantaged.	Increase attendance rates for all disadvantaged pupils. Reduce the PA figure for disadvantaged pupils in line with the national average by 2024-2025.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Staff voice, lesson sampling and pupil voice show disadvantaged pupils are more able to regulate and monitor their own learning. Improvement in homework completion rates across all subjects.
Increased aspirations and greater understanding of career pathways for disadvantaged pupils.	Pupil career profiles demonstrate an outward-looking, ambitious focus. School leaver data shows an increase in aspirations.

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: £ *50325*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase focus on personalised learning Provide chromebooks for all disadvantaged pupils.	EEF Using Digital Technology to Improve Learning Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. #EdTechHub Rapid Evidence Review - Technology-Supported Personalised Learning Technology-supported personalised learning appears to offer significant promise to improve learning outcomes, including potentially 'out-of-class' and 'out-of-school' learning. The adaptive nature of technology-supported personalised learning to 'teach at the right level' is key as it enables students to learn at their own pace and according to their current proficiency. Technology-supported personalised learning may be most beneficial in closing educational gaps for lower attaining	1, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	students, potentially including those returning to school after an absence.	
Increase capacity in SEND team. Use IRIS to support the development of teaching and learning. Provide training to support staff in creating and using class profiles to ensure effective personalisation. Implement and improve the new Talent Development system to encourage self-reflective practices.	[EEF Effective Professional Development](#) Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1, 3, 5, 6
Purchase standardised diagnostic assessments. Provide training to interpret diagnostic assessments accurately.	[EEF Reading Comprehension Strategies](#) Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	2

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

Budgeted cost: £ *226192*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of teachers in core subjects and enhanced middle leadership roles, all of which have a focus on progression and attainment.	https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3 To teach maths well, teachers need to assess prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models. Research-informed CPD further develops teachers' expertise of teaching and academic	1, 2

	knowledge of texts. Strong leadership at all levels helps spread expertise.	
Enhanced roles in mental health counselling, careers guidance and at SLT level (where a member of staff takes responsibility for progression and engagement).	https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment 'Aside from the impact on attainment, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health.' https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing '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.'	3, 4, 6
HERTs Reading Strategy - individual interventions, tutor novel, reciprocal reading strategies and disciplinary literacy.	https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks3-reading-fluency-project 'Students who have participated in the KS3 project have made an average of 18 months progress in reading comprehension age over the 8-week project' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 'Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.' Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.	1, 2, 5, 6
National Tutoring Programme	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring 'The research is clear – done well, and aligned to high quality teaching,tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support disadvantaged pupils' attainment.' EEF Small Group Tuition	1, 5, 6

	Small group tuition has an average impact of four months' additional progress over the course of a year.	

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

Budgeted cost: £ *82950*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice for attendance. Provide training and support for the attendance team.	DFE Working together to improve school attendance Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.	1, 4, 6
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions	https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/ CBT aims to help children and young people become more aware of negative thoughts and learn to change or manage them. The therapist might work with a child to explore how their assumptions relate to reality, better understand other people's behaviour and motivations, and use problem-solving skills to cope with difficult situations. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions There is good evidence that universal and targeted cognitive behavioural therapy (CBT) interventions are effective in reducing internalising symptoms in young people.	1, 2, 4

Xello careers programme and additional careers advisor.	https://www.gov.uk/government/publications/pathways-to-success Career guidance can raise aspirations and help young people make informed choices about their future. However research suggests that young people from disadvantaged backgrounds may be less likely to engage with careers provision.	1, 6
Work experience - Y10 pupils to engage in a one week placement.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf Every student should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities, and expand their networks. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.	6
CRESST Peer mediation	https://www.cresst.org.uk/youth-resolving-conflict/ For most young people conflict both on and offline is an inevitable, sometimes exciting, and often painful and destructive part of life. CRESST believes that these young people are capable of learning and practising skills that enable them to explore and engage positively with conflict and to find *their own* positive resolutions.	3, 5

Total budgeted cost: £ 359,467

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

P8

Disadvantaged -0.4

Non-disadvantaged -0.15

The biggest gaps were in the Open Element and maths, however there was no gap in the EBAC subjects.

Attainment

Disadvantaged 4.1

Non-disadvantaged 5.3

Using the schools internal assessment and the nationally published 2021/22 KS4 performance data, we have found that the performance of disadvantaged pupils to be below that of non-disadvantaged pupils; which is a trend in line with national performances.

For 2022, the disadvantaged pupils attained, on average a grade 4.1 whereas non-disadvantaged pupils attained a grade 5.3 on average. The progress 8 gap shows a similar pattern with disadvantaged pupils performing below non-disadvantaged pupils (0.4 to 0.14).

Our internal assessments suggest that we are not on track to narrow the gap at present, as we are predicting similar gaps in progress/attainment between our disadvantaged and non-disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Pupil surveys on well-being and anxiety (ImpactEd) show that Oakwood pupils have better well-being and lower anxiety than pupils nationally, with a slight improvement shown over the year 2021-22.

Bedrock data shows that pupils who engaged with Bedrock made more progress in English, Geography and History than those who didn't. Disadvantaged pupils who engaged more with Bedrock Learning made significantly more progress in History and Geography.

The 15 week tutoring programme with Y8 showed a positive impact over that time, with 20% of the cohort making more than one grade progress over the 15 week period and 27% making a grades progress.

Lesson sampling has shown that lesson adaptation across some subjects has improved, teaching revision strategies and using CTG to spot gaps in knowledge and measure progress.

Overall attendance for disadvantaged pupils showed some improvement over the year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
3:1 and 1:1 online tutoring programme	MyTutor

Service pupil premium funding (optional)

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

During the first year our pupil premium strategy has been focused on high quality teaching and learning, as well as an increased focus on classroom teachers developing self regulatory skills to identify how to support disadvantaged pupils in lesson and supporting pupils with their emotional health and wellbeing following the pandemic.

It is clear from lesson sampling and reviewing class profiles that staff are becoming more self-reflective and they really know and understand the pupils in their lessons as individuals.

All teachers are able to identify disadvantaged pupils in their classes and are developing individual strategies to support them and to encourage progression. This strategy began with the reintroduction of class profiles, wherein classroom teachers are provided with data about the progress/attainment being made by specific cohorts within their class and asked to reflect on the progress made between assessment points and adapt teaching and learning in response to gaps in attainment and lack of progress. The responsibility for IRIS has also been reallocated so that we can use this tool to help staff reflect on their practice.

We have a comprehensive set of reading data (Y7-Y10 tested yearly), which will be used to review the impact of the various literacy strategies. 'Read and Respond' literacy activities were introduced once a week during tutor time, staff completed training on reciprocal reading and we again celebrated World Book Day. Currently reading comprehension standard scores for disadvantaged pupils are on average -5.28 compared to non-disadvantaged. Bedrock is set for homework in Y7 and Y8 and where pupils engage positively there is evidence of impact across the curriculum.

The expansion of the careers team means that more focused careers advice and support can be shared with pupils. Xello is used across all year groups during PSHCE lessons, in tutor time and also in some subjects ensuring that pupils are receiving regular, meaningful input about career pathways. Almost all Y10 pupils completed a weeks' work experience in June.

We have employed a MIND counsellor for 2 days per week. They provide 12x40 minute sessions each week and this has had a positive impact on a number of pupils over the last year. Members of the ARC team have also received Mental Health First Aid training and have spent time working on wellbeing with small groups of vulnerable pupils. Pupil Mentors received training and a small number of pupils have already benefited from this.

86 pupils from across all year groups benefited from the National Tutoring Programme last year. Y7 and Y8 pupils completed online tutoring in 3:1 groups in English, maths or Science and there was a week-long Summer programme, which 25 pupils completed

1:1 at the end of the Summer holidays. Engagement for this was high and there was a positive impact for the majority of pupils.

Attendance post-pandemic is similar to the national picture and overall attendance was higher than the average for Rotherham (8.8% compared to 10.7%). Persistent absence figures were higher than usual and a greater proportion of disadvantaged pupils fell into the Persistent Absence category. We will continue to invest in time and training for the attendance team in order to improve attendance.