

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Oakmoor School
Number of pupils in school	895
Proportion (%) of pupil premium eligible pupils	Nov 2023 figures: 27% Y7 25% Y8 30% Y9 21% Y10 31% Y11 32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nigel Wright, Headteacher
Pupil premium lead	Claire Conley-Harper Deputy Headteacher
Governor / Trustee lead	Mr P Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	250,074
Recovery premium funding allocation this academic year	62,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	312,174

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

We are committed to removing barriers to learning, participation and belonging that students may face, in order to support them to achieve their very best. Oakmoor School serves a community of higher than national average levels of deprivation. This plan outlines how we will use our available resources to support students in drawing on their advantages, and overcoming the disadvantage that economic deprivation can cause.

Great teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support, such as literacy. A relentless focus on high quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our school. We will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve, supported through targeted data analysis and high-quality teaching.

Our strategy is planned in conjunction with Oakmoor's three year strategic plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Overall attendance and figures for persistent absence continue to be a challenge since Covid, and are not yet in line with national percentages.
2	Behaviour: some significant behaviour challenges from a small number of students.
3	Literacy: significant numbers of students come to the school with writing and reading attainment below national expectation.
4	Progress: progress needs to improve for all students, and particularly for PP students where there is an achievement gap.
5	Aspirations: for some there is a lack of aspiration or knowledge of their options post-16.

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.

Please note these outcomes and success criteria are in addition to those already identified in the school strategic plan which will benefit all learners.

Intended outcome	Success criteria
Improved attendance for all students, particularly our PP students.	<ul style="list-style-type: none"> • PA rate for PP students will be in line with or lower than national averages. • PP students will achieve or exceed attendance % in line with national averages. • Increased parental engagement through home/school communications and visits. • Attendance tracked and reviewed regularly with attendance lead, APLs, SLT.
Behaviour systems are well established, and enable positive behaviour changes for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> • Stakeholder surveys show PP students and their families make positive references to student attitudes and behaviours. • Behaviour incidents trigger levelled response/intervention involving parents/carers as appropriate. • Identified students benefit from intervention through the engagement room and alternative provision on site.
Improved literacy levels so that all students, including PP students, are able to access the whole curriculum.	<ul style="list-style-type: none"> • Identified students have successfully completed the reading intervention programme and shown improvement in reading scores (accelerated progress from Y6/7). • KS2/3 partnership working is established on reading, in order to support accelerated progress. • CPD programme has a continued focus on reading and literacy, and all staff understand how this impacts disadvantaged students. • Approaches to teaching literacy are embedded within the classroom, including effective use of reciprocal reading, effective vocabulary instruction, talk for literacy (2024-25).
Progress and outcomes show the attainment gap is closing between disadvantaged students and their non-disadvantaged peers.	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics in line with national average for all students. • PP students to achieve Progress 8 in the second quintile or higher compared to similar schools. • PP students to achieve or exceed, ATT8 averages, in line with national averages for all students.
The extra-curricular and careers programme raises	Engagement of PP students in extra-curricular activity is monitored and barriers are removed wherever possible.

aspirations and demonstrates the value of education for all students, and PP students' engagement with this is high.	<p>90% of PP students participate in extra-curricular or house events.</p> <p>Careers programme includes early careers advice for identified students.</p> <p>NEET figures for PP are in line with, or lower than, national average.</p>
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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: **£95,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy CPD, National Literacy Trust.</p> <p>Continued implementation of reciprocal reading.</p> <p>Revisit disciplinary literacy and vocabulary instruction.</p> <p>Literacy lead working across curriculum and working with Librarian and SENCO.</p> <p>Additional literacy resources.</p>	<p>EEF Guidance Report: Improving Literacy in Secondary Schools.</p> <p>Recommendation 3 (EEF report)</p> <p>Recommendations 1 & 2 (EEF report)</p>	3
<p>Continued focus on Oakmoor principles of teaching and learning through CPD programme, self-improving school cycle of monitoring and self-evaluation.</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' (EEF)</p>	4
<p>Research and CPD focus on partnership working with TAs and teachers, in order to improve our ordinarily</p>	<p>EEF report 'Making Best Use of Teaching Assistants'.</p>	4

available inclusive provision for all students. (Trust research project; twilight/staff meeting CPD)		
Data strategy development and implementation. Prior attainment data, including on reading, shared more widely. Staff training on use of the data.	EEF research; SSAT Embedding Formative Assessment model. Data Proof your School – models to use data to improve teaching and learning, Richard Selfridge & James Pembroke.	4
Increased staffing science and English		4
Purchase Dept literacy based resources		4
Exam board CPD		4

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EdClass seats x 5	EdClass are working with Oakmoor to provide a curriculum which works alongside our curriculum in school. This is designed to enable students to return to school and lessons more easily where possible.	1, 4
Literacy intervention with Academic Mentor.	Evidence of progress across the cohorts from 2022-23, including several years' increase in reading age for some students. Ongoing assessment shows improvements in reading and provides data to inform other intervention. Positive evaluation of programme by NLT consultant 2023.	3
Exam resilience programme for identified students.	Improved resilience from Y10 mocks to Y11 mocks for targeted students.	4

Exam literacy intervention for identified students.	Non-completion of exam papers, lesson truancy and mock refusal was an issue in Y10 exams, last year's GCSEs and had presented again in Y11 mocks. In many cases this follows significant absence from school or a subject.	4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£65000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of attendance officer. Increased home visits for students with persistent absence. Uniform fund to remove barriers to regular attendance.	DfE's Improving School Attendance advice. EEF work on attendance – ongoing.	1
Appointment of KS4 champion to drive forward revision programme.	Confidence in approach to mock exams and resilience in exam season 2023.	4
Elevate exam preparation and motivation.	Positive feedback from students over two years in terms of preparedness for exams.	4, 5
Revision materials to ensure all students are able to take the 3 step approach to revision.	Effective revision techniques from Elevate programme.	4, 5
Extra- curricular programme including ensuring access to trips and activities for PP students.	EEF toolkit – Arts Participation +3 months progress; outdoor learning +4 months progress.	5
Breakfast club.	EEF research on breakfast clubs up to +2 months.	1, 2, 4

Total budgeted cost: £200,000

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.

Please see last year's evaluated plan.
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