

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	Oak Academy
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	54.35
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Richard Burgas
Pupil premium lead	Hayley Richley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,750
Recovery premium funding allocation this academic year	£32,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£271,085

Part A: Pupil premium strategy plan

Statement of intent

At Oak Academy, we believe each child has the right to achieve regardless of ability, SEN disability or disadvantage. We are steadfast in our vision that the quality of our education removes the barriers to social mobility as well as improving their life chances and enabling equality with other students, both locally and nationally.

Our current pupil premium strategy focuses on ensuring that students receive high quality teaching centred around a curriculum that is ambitious for all learners. It recognises that there are times where pupil premium students will need additional support in different areas of school life to ensure they make progress towards their destinations in line with students who are not disadvantaged. This includes ensuring additional support is given where recovery is needed following the COVID-19 pandemic. Our key principles therefore are.

- Ensuring a high quality of teaching and learning for all.
- Improving student’s ability to read to allow for greater success in later life.
- Supporting students who may need additional support in given areas.
- Ensuring barriers to attendance are reduced.
- Ensuring enrichment activities are planned in to develop cultural capital and support wellbeing.
- Improving behaviour and therefore engagement with learning.
- Ensure students have access to interventions and extra curricular activities that they might otherwise not experience.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of Pupil Premium students falls below that of their peers and below National Average
2	Engagement with remote learning during lockdowns was lower in PP students.
3	PP students join Oak with reading ages below that of their peers.
4	Rates of poor behaviour are greater in PP students.
5	Parental engagement can be challenging with some of our PP students.

6	PP students have less access to intervention materials and attend additional curriculum and extracurricular activities less often.
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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
Improve attendance	PP Attendance in line with National Average.
Improve behaviour	Reduced rates of suspensions and behaviour points for PP students.
Improve reading ages	Reading age gaps closed in the academy. Students work at reading ages closer to their chronological age.
Improve Progress 8	Year 11 PP students achieve a P8 score of at least 0 or above.
Improve aspirations and careers ambitions.	Rate of students choosing level 3 destinations increases in line with other students

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: £ 100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes in target year groups where COVID impact is greatest.	EEF Study reports that smaller class sizes have larger effects for disadvantaged pupils and those with low prior attainment.	2, 3, 6
Recruitment of new Teaching Assistants to give additional support to students in both lessons and within the student support centre.	EEF Study suggests that Teaching Assistants have a positive impact on academic achievement.	1, 2, 3, 6
Reading Strategy implemented across the academy	EEF Report states that using interventions improves understanding of texts using a variety of techniques	2, 3, 5, 6
CPD for staff on cognitive science approaches to learning to include for example spaced learning, retrieval practice and management of cognitive load	EEF Report states that cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.	1, 2, 4, 5, 6
Resources for staff to support implementation of teaching approaches.		
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	EEF Report 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	2, 3, 6

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

Budgeted cost: £85k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of full-time maths and literacy teachers to give additional small group interventions	EEF Study reports that their evidence shows that small group intervention is effective. 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	1, 2, 3, 5, 6
1-1 and small group tutoring for KS4 students whose attendance and behaviour means they struggle to engage with mainstream education	EEF Study reports that tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1, 4
Engagement with the NTP Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.		1, 2, 6
Subsidised Revision Guides and Support Materials for KS4 students	EEF Study evidences that the impact of homework, on average is equivalent to five months additional progress.	1, 2, 6
High quality knowledge organisers and homework books for KS3 students		
Regular homework club introduced for all students	OECD Study identified that many disadvantaged pupils who only have limited access to the internet are only able to use gaming and streaming devices which do not support learning.	1, 2, 5, 6

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

Budgeted cost: £90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding for two Family Liaison Officers to work with students and parents on improving attendance to school.	Improving School Attendance Report from the DFE provides strategies used by FLO's that supports all aspects of attendance accountability.	1, 5
Appointment of part time drama teacher to develop students social and emotional learning skills through drama workshops.	EEF Social and emotional learning review concludes that 'Relationship skills are built through introducing pupils to different scenarios (written, modelled or through reflective questions) in order to develop schemas around appropriate responses. This was supported through 'ad hoc' or teachable moments in the school day where these schemas could be practiced in 'real world' situations. A common theme in the development of responsible decision-making is to develop children's rationale decision making processes in order to explore choices and their consequences. Role play is used to help development of schemas that support effective problem rationalization and assessment.'	4, 5, 6
Continued funding for three ELSA trained colleagues to work with students in our students support centre in supporting their emotional literacy and ability to communicate this.	EEF Social and emotional learning review concludes that Communication skills are developed through helping children recognise communication barriers. This is done though sharing examples (e.g. use of stories) but also through the explicit teaching and modelling of schemas – rules and protocol for initiating conversation and sharing thoughts and feelings.	1, 4, 5, 6
Introduction of an internal AP focused largely on ensuring KS3 students have non -cognitive skills skills needed to allow them to remain successful in both attendance and engagement in a mainstream setting until	EEF report on 'The Impact of non-cognitive skills on the outcomes of Young People' concludes that he evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people.	1, 4, 5

<p>the end of Year 11. Strategies to include;</p> <ol style="list-style-type: none"> 1. Self-Perceptions 2. Motivation 3. Perseverance 4. Self-Control 5. Metacognitive Strategies 6. Social Competencies 7. Resilience and Coping 8. Creativity 		
<p>Subsidised trips and enrichment activities to support student's development of cultural capital and non-cognitive skills.</p>	<p>EEF Study shows that reducing challenging behaviour and increasing engagement can improve outcomes.</p>	<p>1, 4, 5, 6</p>

Total budgeted cost: £ £271,085

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.

Statement of impact on website at the following link

[Oak-Academy-Pupil-Premium-Strategy-20-21-Impact.pdf](#)