

## 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.

### Overview

Data	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	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

Data	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 available</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	Description
1	The attainment of disadvantaged pupils is generally lower than that of their peers  On entry to year 7 over the last 5 years, between 25 - 35% of our

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 -

<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:  qualitative data from student voice, student and parent surveys and teacher observations.  participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:  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%.  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.</p>

**Activity 1: Pupil Premium**

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

**Activity 1: Pupil Premium**

Budgeted cost:

Activity	Estimated cost	Number of pupils
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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  
Reduction in class sizes to an average of 25 in KS3 with the new 300 intakes,

Activity	Evidence that supports this approach	Can this address
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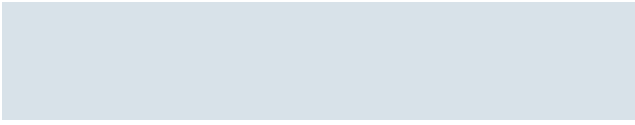
Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.

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:

[Reading comprehension strategies | Toolkit Strand | Education Endowment](#)

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Budgeted cost: ✓





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**Extra provision programmes**

Programme	Provider
National Tuition Programme	