

# Pupil premium strategy statement (Year 2)

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 Park Grammar School
Number of pupils in school	1099
Proportion (%) of pupil premium eligible pupils	5.46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 (Year 2 – 2022-23)
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr K W Moody
Pupil premium lead	Mrs S Craig Deputy Head Teacher
Governor / Trustee lead	Mrs S Razey, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,475
Recovery premium funding allocation this academic year	£14,076
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,152
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,703

# Part A: Pupil premium strategy plan

## Statement of intent

### Year 2 of 3 year strategy

We believe that the most important function of the school is to maintain an environment in which every member of the school can enjoy an exceptional learning experience. There must be total consistency in the quality of education that everyone (irrespective of gender, race or culture or economic background) experiences.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving high academic achievement across our curriculum and in line with the expectations of a grammar school. We will take a broad view of what it means to be 'disadvantaged' and commit to working with all vulnerable students rather than those solely identified as in receipt of the pupil premium. This may include those working with Early Help or those who are Young Carers for example.

High-quality teaching is the focus of our approach, rather than additional bolt-on strategies outside of school hours. It is high quality teaching and learning which is proven to have the most impact on closing the attainment gap amongst disadvantaged pupils.

The Pupil Premium Strategy plan correlates with the wider school plans for educational recovery in the aftermath of the pandemic, such as the Catch-Up Premium statement and the Recovery Premium.

Our strategy intends to achieve an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. The school commits to making decisions based on data and diagnostic assessment, rather than assumptions.

[Supporting the attainment of Disadvantaged Pupils - DFE](#)

[Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in 2021 at the end of Key Stage 4 highlights a gap in outcomes. This is out of trend in terms of the performance of disadvantaged pupils at KS4 in this school. Disadvantaged pupils performed better in English than Mathematic in 2021, however this has changed significantly in 2022. When taking the best English grade, the average attainment in English is 6.79 compared to 7.64 in Maths.</p> <p>This gap between core subjects supports our observations that long periods of remote learning in lockdown have affected the education and well-being of</p>

	<p>disadvantaged pupils within our school and those joining the school significantly and that improving the literacy of our students remains a priority.</p> <p><i>Year 2 Update – This remains a challenge and ensuring high quality teaching and learning, developing a whole school literacy and library strategy will best support closing this gap.</i></p>
2	<p>Assessment of the new Year 7 (2021 intake) suggests that 21% of the year group have literacy standards lower than that which we would consider as normal for the nature of our intake. Using CAT4 scores to achieve retrospective KS2 scores also suggests that 60 students (38%) have scaled scores of less than 110. Disadvantaged pupils are present within these statistics.</p> <p>Our observations and pilot of EXACT testing suggest that there is a similar pattern in other year groups. Monitoring, formative and summative assessment and thorough gap analysis completed by staff has revealed meant this gap for some has widened.</p> <p><i>Year 2 Update – We will continue to use EXACT testing but the reinstatement of KS2 scores means we do not feel CAT4 testing to be essential. We will continue to consider how best to use the information produced by EXACT testing to ensure that teachers have useful information regarding learning to support their planning.</i></p>
3	<p>Our assessments, observations and discussions with pupils and families have identified increasing social and emotional issues, such as anxiety, EBSA, low self-esteem and low levels of resilience. Pupils and parents require support with this.</p> <p>In the period between the return to school post lockdown (March 2021) to Term 1 of the 2021-22, the school has seen a significant increase in the number of pupils presenting with social, emotional and mental health needs. This is affecting the progress and attainment of some pupils in the school.</p> <p><i>Year 2 Update – Ensuring students are adequately supported with their mental health, well-being and attendance remains a key priority for the school.</i></p>
4	<p>Our ongoing observations suggest no overtly common themes or trends amongst the needs of our disadvantaged pupils. Material deprivation, SEMH, lower levels of literacy and distance required to travel are some of the issues facing our disadvantaged pupils.</p> <p>Therefore, this requires the school to take an approach which is highly personalised and specific to each disadvantaged pupil.</p> <p><i>Year 2 Update – This remains a priority for the school.</i></p>
5	<p>OPGS pupils have traditionally benefitted greatly from a rich offer of extra-curricular and enrichment activities, which have been unable to take place as a result of school closure and restrictions.</p> <p>We believe this offer is crucial to the full development of our pupils and must ensure that this programme is re-established with purpose and inclusivity. In turn, this must be supported by our IAG provision and opportunities to enhance and make into reality the aspirations of pupils.</p> <p><i>Year 2 Update – Year 1 has seen a reintroduction of many of the extra-curricular and enrichment opportunities within the school as well as steps forward in the IAG provision of the school. We continue to see this as a priority.</i></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 attainment and progress of disadvantaged pupils at GCSE.	<ul style="list-style-type: none"> <li>• The attainment and progress of disadvantaged pupils will return to being inline with the whole cohort (currently an attainment score of 64.64 but aspiring to 7.0)</li> <li>• Disadvantaged pupils will be well prepared for their examinations as a result of high-quality teaching and learning and assessment, which allows teachers to accurately determine where to take learners next.</li> <li>• Formative assessment strategies are embedded in all lessons, allowing for highly focused and targeted feedback, so that pupils know how to improve and act on this guidance.</li> </ul>
Improved literacy levels of disadvantaged pupils, as well as those who have been identified as needing support in the aftermath of remote learning	<ul style="list-style-type: none"> <li>• Appointing a Whole School Literacy Co-ordinator to work alongside departments, to ensure strategies which focus on disciplinary literacy and reading are embedded</li> <li>• Further develop the use of the school library so that pupils become active readings and literacy levels improve</li> <li>• Student Development Services continue to co-ordinate the Bedrock strategy to support pupil literacy levels</li> </ul>
Oakwood Park Grammar School has greater capacity to support pupils, and the families of those pupils, who are identified as needing support as a result of social, emotional and mental health issues	<ul style="list-style-type: none"> <li>• Appoint a School Counsellor to ensure that we are able to offer a more efficient action to those pupils needing an intervention (under review).</li> <li>• Appoint a Family Liaison Offer to work with families who are experiencing difficulties in the aftermath of school closure and the pandemic</li> <li>• Evidence of cases of welfare and safeguarding concerns, which have been managed effectively by the school</li> <li>• Pupils are better supported and able to engage with the curriculum, leading to disadvantaged pupils making expected progress</li> </ul>
Directors of Study consistently become 'experts' in their year groups and disadvantaged pupils, leading to highly personalised support and interventions. Their work to be overseen by the Deputy Head Teachers.	<ul style="list-style-type: none"> <li>• Directors of Study complete 360 reviews of PP students in their year group, three times across the academic year – leading to deeper understanding of the individual barriers faced by each student and more effective actions.</li> </ul>

	<ul style="list-style-type: none"> <li>• The potential impact of lack of financial resources on learning is mitigated, as the Director of Study becomes the 'champion' for the disadvantaged pupils in their year groups, and work with the family to ensure the best learning experience possible</li> <li>• The Director of Study works with the Form Tutor to become consistent and recognised points of contact between the family and the school, ensuring consistency and purposeful relationships are developed. Where necessary, the Family Liaison Officer will work with hard to reach families.</li> </ul>
<p>The extra-curricular, enrichment and IAG programmes deepen and enhance the learning experience of disadvantaged pupils, offering a range of opportunities which aid the developing cultural and social capital of our pupils</p>	<ul style="list-style-type: none"> <li>• A varied programme of extra-curricular clubs on offer – the attendance of disadvantaged pupils is closely monitored by Directors of Study</li> <li>• An Enrichment Day programme which engages and enthuses our learners is evidenced through pupil and staff feedback</li> <li>• Our Information, Advice and Guidance programme ensures that pupils receive highly specialised careers advice, and engage in a curriculum which supports them in embracing their potential so that they take informed and appropriate next steps in their learning journeys.</li> <li>• No disadvantaged pupils leave school as NEETs</li> </ul>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (review Dec 2023)
<p>Embedding the OPGS Big 6 Raising the bar on Literacy Stretch and Challenge for all learners High Quality Questioning A culture of improvement – Mastery High quality feedback</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p>	<p>1, 2 &amp; 4</p>	

Student response to feedback - DIRT	<p>Research shows that a focus on Mastery and Feedback, which in turn require high quality formative assessment, will be support in closing gaps which have emerged amongst learners.</p> <p>Evidence from the EEF shows that improving literacy levels across the curriculum will make a significant contribution to the raising of attainment amongst learners.</p> <p><a href="#">Mastery Learning - EEF</a> (+5 months)</p> <p><a href="#">Feedback - EEF</a> (+6 months)</p> <p><a href="#">Improving Literacy in Secondary Schools - EEF</a></p>		
Whole School Focus on Assessment and Feedback		1, 2 & 4	
Development of a Reading across the Curriculum strategy and focus on Disciplinary Literacy		1, 2 & 4	
Subject Lead Dashboards – Focusing on Mastery		1, 2 & 4	
Teaching and Learning Forums		1, 2 & 4	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (review Dec 2022)
Small Group Tutoring	<p>As a means of providing specialised support to pupils who have been identified as most needing support in Mathematics, OPGS will seek again to work with the National Tutoring Programme to provide small group and 1-2-1 tuition to pupils.</p> <p><a href="#">Small Group Tuition - EEF</a> (+4 months)</p>	1 & 4	
Supervised Study and Structured Interventions	<p>Programmes that extend the school day and have a clear structure and are linked explicitly to the curriculum can have a positive impact on progress.</p> <p>Tailored academic support, and the creation of an environment in which disadvantaged pupils can remain in school to</p>	1 & 4	

	<p>complete work is a key approach to supporting these learners.</p> <p><a href="#">Extending School Time - EEF</a> (+3 months)</p> <p><a href="#">Homework - EEF</a> (+5 months)</p>		
GCSEPod	<p>We have provided all Year 11 and Year 10 pupils with free access to GCSEPod, as a means of supporting revision at home. It will also be used more specifically when working with Year 11 pupils in need of academic mentoring. Evidence suggests a +0.7 gain progress points compared to non-users.</p> <p><a href="#">GCSEPod</a></p>	1 & 4	
Exact Testing and Bedrock	<p>Carrying out the CAT4 has ensured the school has a good understanding of cohorts without KS2 data but is now no longer necessary. Exact testing has also led to intervention in necessary areas. This has supported in identifying personalised barriers to learning. Bedrock is one example of an intervention coming from these diagnostic assessments. Evidence suggests users can improve their word knowledge by four times.</p> <p><a href="#">Bedrock - Impact</a></p>	1, 2, 3 & 4	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (review Dec 2022)
Director of Study Dashboards and PP 360 reviews	Data from the NGA Spotlight on Disadvantage (2018) study suggests that schools need to adopt a more holistic outlook when deciding on pupil premium spending. This means that in the pupil premium spending strategy, teaching and learning initiatives should be accompanied by more pastoral initiatives which are often better at addressing the specific barriers to educational	4	

	<p>achievement which hold back pupil premium pupils. In our school these include material deprivation, access to technology, SEMH and travel distance to school.</p> <p><a href="#">NGA Spotlight on Disadvantage</a> (Practical Insight 2)</p>		
Development of the Library	<p>Promoting and sustaining a reading culture through the development of Form Time reading and improving the library has emerged out of our appointment of a Literacy Lead. These improvements will relate to both the environment and the selection of texts available. There is evidence which supports that reading can have a positive impact on well-being a mental health. Literacy development and reading programmes will coincide with this improved facility.</p> <p><a href="#">Reading Well evidence base   Reading Agency</a></p> <p><a href="#">Secondary literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 2	
Mentoring	<p>EEF evidence suggests that mentoring can have an impact on attainment. It is recognised that the positive impacts of mentoring cease when the mentoring stops, and as such plans enacted will be carefully planned and sustained.</p> <p><a href="#">Mentoring - EEF</a></p>	4	
Appoint a Family Liaison Officer to support on ensuring effective parental engagement and support	<p>EEF evidence suggests effective parental engagement can add up to 4 months in terms of progress. OPGS will commit to approaches which encourage parents to support their children and improve attendance, but also to supporting families in crisis through the creation of a Family Liaison Officer post within the school.</p> <p><a href="#">Parental Engagement - EEF</a></p>	3 & 4	
Enrichment, Extension and IAG	<p>OPGS's own evidence and observations inform that high quality extra-curricular opportunities and enrichment, alongside skilled and relevant IAG are essential to developing rounded, aspirational young people. Our work in this area benefits all OPGS pupils.</p> <p><a href="#">Enrichment - EEF</a> (+3/4 Months)</p> <p><a href="#">Aspirations Interventions - EEF</a></p>	4 & 5	
Appointment of School	<p>Evidence suggests that by providing a high-quality counselling service to pupils</p>	3 & 4	



Counsellor (under review)	<p>experiencing a wide range of emotional problems, and support, guidance and advice to parents and carers, the school can have a positive impact in terms of reducing the psychological distress and improving the self-esteem of pupils.</p> <p><a href="#">Effectiveness of School Counselling Jan 2021</a></p>		
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**Total budgeted cost: £ 80,000**

## 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 2021 to 2022 academic year.

The 2020-21 Pupil Premium strategy had clear successes in terms of the impact on disadvantaged pupils. Attendance of our PP students remained above the national average. There was again a small gap between the attendance of disadvantaged pupils and non-disadvantaged pupils. Outcomes for our PP students against the whole cohort, for the last three years are below and reflect levels of progress and attainment well above the national average.

	2019-20 Whole Cohort	2019-20 PP	2020-21 Whole Cohort	2020-21 PP	2021-22 Whole Cohort	2021-22 PP
Attainment	68.38	71	67.01	61.46	68.43	64.64
Progress	0.82	0.89	0.62	0.29	0.71	0.45

The PPG continued to contribute towards equipment, uniform and resources, as well as contributing towards staffing costs and increasing capacity in our Student Development Services. We used the PPG to support the A key concern for us was to get back to the pre-pandemic levels and standards of enrichment offered across our school. It is our ambition to make sure students' lives are enriched by attending our school and so a range of opportunities for enrichment have been explored. This has included many external club providers, visiting theatre productions, rebuilding the school's excellent reputation for drama (through the purchase of modern equipment) and developing our library. As this is a three-year strategy, we are clear to state this work is ongoing.

We also used the PPG to support funding for tuition in collaboration with the National Tutoring Programme. We are exceptionally pleased to report that all students who had NTP tutoring in Maths, including those that are PP, achieved at least a grade 5.

We took the decision to amend how we track the performance of PP students in our school. This now includes a holistic review of each PP student following the monitoring period. We look at attendance at clubs, levels of parental engagement, behaviour and academic performance three times across the academic year. We hope that this deeper analysis of individual pupils offers more potential to identify their personal barriers and address them appropriately. As a result of this approach, we have PP students fully accessing the Physical Education curriculum (previously out of reach) and with improving attendance, for example.

At the end of Year 1, we are now keen to sharpen further our use of the PP. When using Exact assessment, we intend to reflect more on how this essential information is distributed to teachers and how it coordinates with our whole school literacy approach. When reflecting on the quality and relevance

of our enrichment and excel provisions, we need to make better use of student voice in order that our evaluation is holistic and meaningful and that any changes mean we are better meeting the needs of the whole cohort and PP students.

## 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

## 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.*