

Pupil premium strategy statement – Oakwood Park Grammar School

This statement details our school’s use of pupil 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	1090 (298 6 th form)
Proportion (%) of pupil premium eligible pupils	66 pupils (9 – Y12) As of April 2024
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs S Craig
Pupil premium lead	Mr J Martin Deputy Headteacher
Governor / Trustee lead	Mrs S Razey, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57691
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 57691

Part A: Pupil premium strategy plan

Statement of intent

We believe that the most important function of the school is to maintain an ambitious curriculum that is aspirational for all. 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 achievement and outcomes for all.

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.

Challenges

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

Challenge number	Detail of challenge
1	Achievement: Disadvantaged pupils on average attain lower and make less academic progress in school than their peers. (higher than national average and high than regional average)
2	Attendance: Average attendance rates for disadvantaged pupils is lower than that of other students and school target for all children is 95% or higher. Percentage attendance below this reduces their learning time and diminishes progress.

3	Aspirations: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.
4	Behaviour and attitudes: Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.
5	Parental engagement: Some parents/carers need additional information, support and guidance to help their child to attend school regularly, learn and make progress.

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 attainment and progress: through consistently high standards in every classroom, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of their peers. Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16.
Improve attendance: by embedding strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.	Attendance figures for show that the gap between PP and non-PP students is minimal. Disadvantaged pupils' attendance is at least in line with the national average for all pupils and above national average for disadvantaged pupils.
Build aspiration and positive engagement: by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital	There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective

<p>and provide appropriate wider curricular and enrichment opportunities.</p>	<p>careers provision ensures they are well prepared for post-16 pathways.</p>
<p>Promote and continue the development of Language, Literacy and Oracy within the disadvantaged group</p>	<p>Focus on narrowing the gap between disadvantaged pupils progress and that of their peers. Key indicators include increased participation in structured speaking and listening activities, with engagement rates approaching parity with non-disadvantaged students in extra-curricular activities. Evidence of vocabulary growth and improved reading and writing skills should be comparable to their peers, as demonstrated through assessments (EXACT- KS3/ English speaking- Y11). Additionally, the attainment gap in core literacy outcomes shall reduce over time, with disadvantaged students achieving sustained progress at or above expected levels.</p>
<p>Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the support networks to develop their child's learning journey</p>	<p>Parents/carer voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. Attendance and engagement by the parents/carers of disadvantaged students at school events is in line with that of other students.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement OPGS AIM model to ensure high quality, effective teaching across the curriculum, supported by on-going CPD.	<p>Evidence of clear, high-quality teaching aligned with the school's objectives for consistent teaching includes well-structured lessons with explicit learning intentions and success criteria in line with the OPGS AIM and teacher toolkit. Teachers demonstrate strong subject knowledge, use effective questioning to check understanding and adapt teaching to meet all students' needs. Consistency is shown through the implementation of agreed teaching frameworks, such as clear modelling, questioning, routines and feedback.</p> <p>Regular assessment for learning ensures misconceptions are addressed promptly, and student outcomes reflect sustained progress across all ability groups, demonstrating the impact of consistent, high-quality teaching practices.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	1,4
CPD Electives	Evidence of clear CPD supporting teaching and learning within the school principles is seen through a	1,4

	structured program of professional development rooted in evidence-based practice. For example, training sessions focus on strategies like Mastery learning and the use of retrieval practice to strengthen high level memory retention. Regular CPD workshops on techniques equip teachers with tools to check understanding effectively and adapt teaching in real time.	
Dashboards	Regular effective data tracking to inform teaching, planning, and interventions is shown through regular analysis of student performance data across all year groups. Teachers use this data to identify gaps in knowledge, monitor progress, and set targeted interventions for individuals and groups. Planning is tailored to address specific needs, ensuring lessons are differentiated and resources are allocated effectively. Interventions are reviewed and adjusted based on updated data to maximize their impact. Improved outcomes, such as narrowing attainment gaps between disadvantages students and their peers.	1,2,3,4,5
Learning walks / staff feedback to students	Providing feedback to staff is a well-evidenced and has a high impact on developing teaching practices, leading to improved learning outcomes.	1,2,4

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of academic peer mentors to create targeted tutoring in Key subjects in KS3 and 4.	<p>The EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p>	1,4,5
Promote effective literacy through whole school strategies and individual reading support	<p>Reading comprehension strategies are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p> <p>Oral language sessions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>The average impact of Oral language interventions is approximately an additional six</p>	1,3,4

	<p>months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	
<p>Additional teaching and targeted support through early intervention, Period 6 and Homework sessions.</p>	<p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates that these additional interventions are valued and build confidence</p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	1,2,3,4,5
<p>Bedrock learning resources used to support students' vocabulary and language</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Statistically significant impact on learners' vocabulary, Bedrock improves elements of language and grammar that are crucial to reading comprehension and communication.</p> <p>The platform is deliberately designed to embed into the classroom and be adaptive based on a learner's current level. It puts language teaching at the centre of education and has a positive impact on all students. It supports young people in becoming great orators, articulate writers and gives them the culture capital to critically think more broadly about complex subjects.</p>	1,3,4,5
<p>Support pupils to develop learning and strategies to improve knowledge retention, revision</p>	<p>Revision guides and resources packs often by teaching them specific strategies for planning, monitoring, completing and evaluating their learning, with EEF stating average impact of +7 months</p>	5

strategies and home-learning.	Evidence indicates (+7 months additional progress) that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These will be via department	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist pastoral support through team of Learning Mentors	<p>Provision of pastoral care enables non-educational barriers to be identified and tackled and builds relationships between school and home.</p> <p>EEF states that evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring from Directors of Study and Year group teams may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	1,2,3,4,5
Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.	2,4,5
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extracurricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.	1,2,3,4,5
ICT provision to support the learning of disadvantaged students to reduce the digital	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.	1,2,4,5

divide and associated barriers to learning.	Links with homework club	
Homework club open 3 days a week and support by paid teaching staff	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning (e.g. through providing homework clubs for pupils).</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	1,2,4,5
Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.	<p>Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress according to the EEF. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p>	1,2,3,4,5
High quality, regular and aspirational careers guidance and targeted support to ensure all disadvantaged pupils are supported in making choices for future employment, education or training	<p>Evidence over many years in school suggests that students who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Additional early interventions for PP students help to identify and address barriers as part of wider support strategies.</p>	1,2,3,4,5

School Counsellor/ Kent University counselling services	Engagement with counselling services helps to improve attendance and engagement with school.	1245
Parental engagement technology, activities and communication.	According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1,2,4,5
Attendance monitoring/ meetings and tracking with support from external agencies	Pupils with good attendance records are more likely to achieve better grades.	2,4,5

Total budgeted cost: £ 53,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2021-22 Whole Cohort	2021-22 PP	2022-23 Whole Cohort	2022-23 PP	2023- 24 Whole Cohort	2023- 24 PP
Attainment	68.43	64.64	66.44	58.1	65.31	59.83
Progress	0.71	0.45	0.72	0.37	0.66	0.02
Outcomes for PP			2022	2023	2024	
% Gained English and Maths Grade 4+			90.91	100	91.67	
% Gained English and Maths Grade 5+			90.91	100	91.67	
% EBACC			63.64	40	50.0	
A8 Score			64.64	58.1	59.83	
P8			+0.37	0.36	+0.02	

While GCSE outcomes 2023-2024 indicate a decrease in attainment and progress 8 for disadvantaged pupils in comparison to their peers; disadvantaged pupils' have shown promise in some subjects in subjects such as English, Biology, Chemistry and Physics.

It is to be noted that pupils included in this data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils.

Attendance for PP students in 2023-24 was 88.6%The national average attendance for all students in 2023-2024 cohort was 92.8%, with disadvantaged students being 88.9% which shows we were marginally lower than national average.

The key concern for the previous strategy 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.

The PPG funding continued and will continue to contribute towards equipment, uniform and resources, as well as contributing towards staffing costs and increasing capacity in our Student Development Services.

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.

At the end of Year 3, we are now keen to sharpen further our use of the PP. When using Exact assessment, we intend to develop how this essential information is distributed to teachers and how it coordinates with our whole school literacy approach alongside the development of Oracy. Again this year, All Year 7 students have completed the EXACT testing as a means of screening for additional need. Those in need of support will begin a programme of support and intervention through our SDS. This will include literacy development through Bedrock. We are continuing to evaluate the impact of EXACT and review how we use this information for maximum impact within teaching and learning.

When reflecting on the quality and relevance of our enrichment and excel provisions, we will continue 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.

The school has a part time school counsellor. We continue to investigate potential opportunities to develop their area within our setting due to the ongoing concerns facing students around their wellbeing.

OPGS continues to provide high quality Enrichment and Extension which all pupils benefit from. This will continue with an external Careers Advisor to ensure that our IAG continues to be impartial and of the highest standard.

We will now look to utilise Student Voice more effectively to determine how well received these are across our PP students.

OPGS continues to offer tailored academic support to all students and does offer a space where students can remain in school to complete work. Year 11 students were offered a space of their own in the run up to summer examinations.

However, this is an area aims to developed and actioned in terms of ensuring students that require this support are accessing it throughout all academic years.

Director of Literacy appointed to oversee the strategy across the academic year. Has begun with a focus on disciplinary literacy and a Read, Watch, listen programme of activities in each subject which enhances the curriculum and extends students beyond what is delivered in the classroom, exposing them to a range of language styles and vocabulary. We will continue to develop this within the strategy to improve oracy across the school.