

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	Oakwood Park Grammar School
Number of pupils in school	1115
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
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	£53,480
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,406
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,861

Part A: Pupil premium strategy plan

Statement of intent

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 (available on the school website).

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](#)

Please see the 'Activity in this academic year' section for our Year 1 review and how we will move forward with this strategy.

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 Mathematics.</p> <p>This reinforces our observations that long periods of remote learning in lockdown have affected the education and well-being of disadvantaged pupils within our school significantly. Ensuring high quality teaching and learning will best support closing this gap.</p>
2	<p>Assessment of the new Year 7 intake suggests that 21% of the year group have literacy standards lower than that which we would consider as normal for the nature</p>

	<p>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>
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>
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>
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>

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"> The attainment and progress of disadvantaged pupils will return to being inline with the whole cohort (currently an attainment score of 67.01 but aspiring to 7.0) 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. 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.
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"> • Appointing a Whole School Literacy Co-ordinator to work alongside departments, to ensure strategies which focus on disciplinary literacy and reading are embedded • Further develop the use of the school library so that pupils become active readings and literacy levels improve • Student Development Services continue to co-ordinate the Bedrock strategy to support pupil literacy levels
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"> • Appoint a School Counsellor to ensure that we are able to offer a more efficient action to those pupils needing an intervention • Appoint a Family Liaison Offer to work with families who are experiencing difficulties in the aftermath of school closure and the pandemic • Evidence of cases of welfare and safeguarding concerns, which have been managed effectively by the school • Pupils are better supported and able to engage with the curriculum, leading to disadvantaged pupils making expected progress
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"> • Directors of Study complete the Pupil Premium Support Plans as a response to monitoring and determine, where necessary, appropriate interventions and support • 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 • 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
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	<ul style="list-style-type: none"> • A varied programme of extra-curricular clubs on offer – the attendance of disadvantaged pupils is closely monitored by Directors of Study • An Enrichment Day programme which engages and enthuses our learners is evidenced through pupil and staff feedback • Our Information, Advice and Guidance programme ensures that pupils receive

	<p>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.</p> <ul style="list-style-type: none"> No disadvantaged pupils leave school as NEETs
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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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (review Dec 2022)
<p>Embedding the OPGS Big 6</p> <p>Raising the bar on Literacy</p> <p>Stretch and Challenge for all learners</p> <p>High Quality Questioning</p> <p>A culture of improvement – Mastery</p> <p>High quality feedback</p> <p>Student response to feedback - DIRT</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>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>	1, 2 & 4	<p>The school appointed a Director of Literacy, who sits on the Senior Leadership Group to take strategic leadership of the school’s literacy focus. In Term 2 (Nov 2022) we will renew our focus on the ‘Big 6’ as a means of ensuring consistency in the standards of teaching and learning across the school. Our highest GCSE results (68.43, +0.71) show this is beginning to have an impact.</p>
<p>Whole School Focus on Assessment and Feedback</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>Mastery Learning - EEF (+5 months)</p> <p>Feedback - EEF (+6 months)</p> <p>Improving Literacy in Secondary Schools - EEF</p>	1, 2 & 4	<p>A CPD day in April 2022 was committed to the area of assessment and there is now greater clarity in the expectations of assessment in school. This is that way point assessment must be embedded in every lesson, that end point assessment must be purposeful and tied to the aspirations of the curriculum and be followed with high quality feedback. Professional Development this year</p>

		for some is linked to way point assessment and retrieval practice. Our highest GCSE results (68.43, +0.71) show this is beginning to have an impact.
Development of a Reading across the Curriculum strategy and focus on Disciplinary Literacy	1, 2 & 4	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 evaluate the impact of this.
Subject Lead Dashboards – Focusing on Mastery	1, 2 & 4	We will continue to require Subject Leads to produce dashboards after monitoring at strategically identified points across the year. Outcomes at GCSE and A level suggest these actions focused documents are contributing to increasing outcomes. These will be prepopulated with data to support professional workload going forward. These dashboards require subject leads to reflect on mastery, literacy and performance of groups (inc. PP) and determine clear actions at department level for raising standards. We have altered the data presentation to make access to data of PP students easier.
Teaching and Learning Forums	1, 2 & 4	Teaching and Learning forums have been altered slightly in that staff will now have the opportunity to attend 4 sessions across the academic year led by the SLG on a whole school issue, whilst Subject

		Leads have control of other sessions. They are expected to lead on a department issue. These sessions can range from exploring the performance of groups to auditing end point assessment in relation to curriculum goals. SLG monitor the quality of these meetings.
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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 is working with the National Tutoring Programme to provide small group and 1-2-1 tuition to pupils.</p> <p>Small Group Tuition - EEF (+4 months)</p>	1 & 4	<p>The gap between attainment of PP (64.46) and non-PP (68.43) has reduced on the previous year.</p> <p>All students that received support through the NTP achieved at least a grade 5 at GCSE.</p>
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 complete work is a key approach to supporting these learners.</p> <p>Extending School Time - EEF (+3 months)</p> <p>Homework - EEF (+5 months)</p>	1 & 4	<p>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.</p> <p>However, this is an area which requires further thought and action in terms of ensuring students that require this support are accessing it and that interventions which are additional to those that are classroom based</p>

			are more precisely targeted and reviewed.
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>GCSEPod</p>	1 & 4	<p>The 2022 Year 11 cohort responded well to this resource but further work needs to be done to ensure the new Year 11 are utilising this resource.</p> <p>It is currently supporting new Year 11 students who are part of the academic mentoring programme.</p> <p>We have also given access to a small number of PP students in Year 10 and will involve those students in the launch of the resource to Year 10.</p>
CAT4 Testing, Exact Testing and Bedrock	<p>Carrying out the CAT4 has ensured the school has a good understanding of cohorts without KS2 data. 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>Bedrock - Impact</p>	1, 2, 3 & 4	<p>The reintroduction of SATs means we no longer have a need for the CAT4 testing of Year 7. We have chosen instead to focus on literacy development. All Year 7 (2022-23) 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 may include literacy development through Bedrock. We are continuing to evaluate the impact of EXACT and review how we use this information for maximum impact.</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact (review Dec 2022)
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<p>Director of Study Dashboards and PP Individualised Support Plans</p>	<p>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 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>NGA Spotlight on Disadvantage (Practical Insight 2)</p>	<p>4</p>	<p>A thorough review on the impact of PP Individualised Support Plans in the school determined that a greater focus on the individual barriers of PP students within the school was needed. Rather than Individual Support Plans, the DHT responsible for PP reviews the progress of PP students in each year group three times across the academic year. This review is wider than academic performance and considers the extent to which PP students and their families are benefiting from and engaging with the school community. This may involve a reflection on PP attendance at sports or subject clubs, parental attendance at consultations and the behaviour for learning of the students. Where appropriate, a bespoke mentoring programme will be delivered by the Director of Study – this impact of the personalised monitoring will be made clear in our second and third data collections. This is not limited to academic mentoring and may include mentoring support on confidence and interaction with peers.</p>
<p>Mentoring</p>	<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>Mentoring - EEF</p>	<p>4</p>	<p>Last year, students at risk of underperformance received academic mentoring from the SLG. Two of which were PP – 1 has returned to the OPGS Sixth Form. The other is attending the local college.</p> <p>For the current year 11 cohort, this will continue. However, we will also extend mentoring to PP to students across all year groups that are in need of academic or supportive mentoring (see above).</p>
<p>Appoint a Family Liaison Officer to support on ensuring effective parental</p>	<p>EEF evidence suggests effective parental engagement can add up to 4 months in terms of progress. OPGS will</p>	<p>3 & 4</p>	<p>We are pleased that we have been successful in our intention to appoint a Family</p>

engagement and support	<p>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>Parental Engagement - EEF</p>		<p>Liaison Officer who took up the post in October 2022.</p> <p>We have witnessed an increase in families needing our support in the aftermath of the pandemic and hope this appointment will support in engaging hard to reach families as well as families in crisis.</p> <p>A review of this appointment (Spring 2023) will be carried out.</p>
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>Enrichment - EEF (+3/4 Months)</p> <p>Aspirations Interventions - EEF</p>	4 & 5	<p>OPGS continues to provide high quality Enrichment and Extension which all pupils benefit from.</p> <p>We have also recently began work with an external Careers Advisor to ensure that our IAG continues to be impartial and of the highest standard.</p> <p>We will now look to utilise Student Voice more effectively to determine how well received these are across our PP students.</p>
Appointment of School Counsellor	<p>Evidence suggests that by providing a high-quality counselling service to pupils 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>Effectiveness of School Counselling Jan 2021</p>	3 & 4	<p>The school has a part time therapist which many students benefit from. In the immediate aftermath of the pandemic we discussed the need for a school counsellor.</p> <p>We continue to look into potential opportunities to make this viable within our setting.</p>

Total budgeted cost: £ 85,000

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 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.