

Pupil premium strategy statement



School overview

Metric	Data
School name	The Oaks Academy
Pupils in school	440
Proportion of disadvantaged pupils	49%
Pupil premium allocation this academic year	£167 000
Academic year or years covered by statement	2019 - 2021
Publish date	October 2019
Interim Review Date	September 2020
Review date	July 2021
Statement authorised by	Emma Hooley
Pupil premium lead	Carly Highfield
Governor lead	Andy Pear

Disadvantaged pupil performance overview for last academic year

	2019	2020
Progress 8	-1.124	-0.68
Ebacc entry	25.9%	8.3%
Attainment 8	27.39	31.9
Percentage of Grade 5+ in English and maths	3.7%	22.2%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.5	August 2021
Attainment 8	32.00	August 2021
Percentage of Grade 5+ in English and maths	25%	August 2021
Ebacc entry		

Teaching priorities for current academic year

Measure	Activity
Priority 1: 2019 - 2021	To implement a new curriculum, ensuring all learners, including disadvantaged students, are explicitly taught the knowledge and cultural capital that they need to succeed in life.
Barriers to learning these priorities address	Reduces word poverty and low levels of literacy. Ensures expectations of disadvantaged and low attainers are high. Avoids an intervention culture and shallow learning by focusing on a knowledge rich curriculum that addresses gaps and misconceptions.
Priority 2: 2019 - 2021	Develop low and high-stake assessments, across the curriculum to ensure that retrieval practices are at the heart of the approach.
Barriers to learning these priorities address	Ensures that learning is explicit and assessed constructively in a regular manner; knowledge deepens, and connections are made.
Priority 3: 2019 - 2021	Embed the 'Focus 5' approach, in all classrooms, to ensure that students, who are not making 'expected progress, have targeted 'Wave 1' interventions in place, which are reviewed in a timely manner.
Barriers to learning these priorities address	Resources and additional support used for maximum impact. Teaching matched to the needs of the individual and classroom data, used effectively to plan for progress
Priority 4: 2020 - 2021	Upskill the school community to deliver and access high quality 'Remote Learning'.
Barriers to learning these priorities address	Lack of a suitable device in the home Lack of connectivity Lack of support from family members
Projected spending	£40 000

Targeted academic support for current academic year

Measure	Activity
Priority 1: 2020 - 2021	Increase the Attendance of PP Students across all year groups, with specific focus on the current Year 10 and 11 cohorts.
Barriers to learning these priorities address	Reduces poor attendance influencing poor outcomes. Decreases low levels of parental support influencing poor outcomes.
Priority 2: 2020 - 2021	Decrease the amount of FTE exclusions for PP Pupils, especially in the current Year 8 and 9 cohorts.
Barriers to learning these priorities address	Reduces the impact of exclusions on attendance in school.

	Ensures that the levels of persistent disruption, demonstrated by a small minority of pupils, is reduced and has less impact on the learning of all.
Priority 3: 2020 - 2021	1:1/small group/peer mentoring and interventions for low and high attaining disadvantaged students, including non-eligible, educationally disadvantaged, in order to decrease the gap in attainment. With specific focus on Maths and English
Barriers to learning these priorities address	Targets gaps in knowledge that prevent disadvantaged students from doing well. Tackles lack of confidence, resilience and character, or low aspirations.
Projected spending	£100 000

Wider strategies for current academic year

Measure	Activity
Priority 1: 2019 - 2021	Increasing Year 11 attendance at 'Revision Hub' and after school intervention sessions prior to and during the exam season.
How this priority addresses barriers to learning	Improves performance in exams due to increased focus and additional revision.
Priority 2: 2019 -2021	The implementation of social and emotional programmes to support vulnerable disadvantaged students.
How this priority addresses barriers to learning	Tackles poor attitudes towards and an inability to cope in a school environment; low self-esteem; overwhelming stress; poor behaviour.
Priority 3: 2019 - 2021	To ensure that students have a range of opportunities to engage in the wider life of the school and expand their 'cultural capital'.
How this priority addresses barriers to learning	Ensures that all students have equal access to school trips and experiences, thus enriching their understanding of the 'wider world'.
Projected spending	£30 000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and QA of the curriculum implementation	Use of INSET, training sessions and faculty meetings. Led by Emily Abberley, responsible for Teaching and Learning.
	Building confidence in staff to be able to deliver 'live lessons' remotely.	Bespoke CPD and 'Drop In' events calendered.

<p>Targeted support</p>	<p>Ensuring students do not miss learning, which would widen the gap further.</p> <p>Engaging parents facing most challenges.</p>	<p>Interventions/mentoring to be led by the Pastoral team during form time.</p> <p>Persistent Absentees to attend reintegration meetings with Deputy Headteacher and Head of Key Stage. Timetabled period 6 catch-up sessions for lessons missed.</p> <p>Pastoral Team to liaise with parents.</p> <p>Introduction of workshops to build parents' confidence and knowledge.</p> <p>Text message and email alerts.</p> <p>Working closely with external agencies to support families.</p> <p>Ongoing monitoring and evaluation.</p>
<p>Wider strategies</p>	<p>Ensuring enough time for Pastoral Manager to support individuals/small groups</p> <p>Ensuring attendance at revision hub and after school intervention sessions.</p>	<p>Look to recruit a 'Family Support Worker' to help reduce workload of the pastoral managers.</p> <p>An incentive led, reward system in place, linked to the prom.</p> <p>Participation encouraged in communication with parents.</p> <p>Message regularly reinforced to disadvantaged students by the Head of Key Stage 4. Monitoring of attendance.</p>