Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Oakwood Academy
Number of pupils in school	757
Proportion (%) of pupil premium eligible pupils	38.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr A Gilbert, Headteacher
Pupil premium lead	Ms S Byrne, Deputy Headteacher
Governor / Trustee lead	Mr S Hopkins, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£322,506
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£322,506

Part A: Pupil premium strategy plan

Statement of intent

When developing our PP Strategy, we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies. Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all.' Our intention is that all students, irrespective of their background make good progress and attain highly to enable them to move on to further and higher education, enabling them to meet their full potential despite the challenges them may face. The strategies outlined in this statement is intended to support our young peoples' needs regardless of whether they are disadvantaged or not.

As recognised by the EFF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

➢ Promote an ethos of attainment for all
➢ Individualised approach to address barriers
➢ Support and focusing on students nearing end of KS4
➢ High quality teaching
➢ Focus on outcomes for individuals
➢ Best staff work with disadvantaged students
➢ Decisions based on data and respond to evidence
➢ Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

Challenges

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

Challenge number	Detail of challenge

1	Attendance: PP below non-disadvantaged counterparts.
2	English and Maths: below the expected standards on entry including lower reading ages then nPP.
3	SMEH: high levels of need including positive identity and self-esteem.
4	Local demographic and lack of parental support including knowledge for career and university choices.
5	Parental Engagement and perception of school experience.
6	Access to technology and resources to support learning at home.
7	Access to enrichment opportunities.

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
A. Improve P8 of disadvantaged students.	Incremental improvements at each data collection. Gaps narrowed between PP and nPP student outcomes.
B. Close the gap between PP and non-PP students in the Basics 4+ and 5+ measure.	Increase in the proportion of PP students working at or above target in English & Maths.
C. Close the gender achievement gap between PP boys and girls.	Boys' performance improving to match PP girls' performance in P8 and A8.
D. Improve attendance of PP students to meet national average.	Positive trend in attendance compared to previous year. Gap narrowed between nPP and PP student attendance.
E. All students secure an appropriate post-16 pathway.	Destination data shows 100% in education, training or employment.
F. High quality Pastoral care provided to all students.	Increased attendance; improved outcomes.
G. Reading age of PP students to match chronological age by the end of Year 9.	Reading test data show incremental improvements across KS3.

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)

We believe that good teaching is the most important tool schools have in improving outcomes for disadvantaged students. The PP grant enables Senior Leaders to focus on developing teaching and professional development, using Lead practitioners and other means to support students as well as teachers, irrespective of their stage of career.

Budgeted cost: £198,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching and professional development.	Teachers use a range of tools to support students' learning including explicit teaching, scaffolding, cognitive and metacognitive strategies and flexible grouping. To support with this, teachers have access to a wide range of CPD opportunities to support them in developing their practice. Regular INSET is delivered to ensure consistency and embed high quality T&L practice. All staff are members of the Redhill College (Trust CPD provision) and have access to external CPD to support their in-class practice and to develop their knowledge, skills and capabilities alongside their career development. All teachers participate in TLCs and work collaboratively to share best practice.	2, 3, 5, 6, 7
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction. Unit testing takes place in curriculum subjects using exam board software, such as Exam Pro. Regular reading tests take place using ARTI software.	2
Use of Lead Practitioners to support students and teachers.	The role of the Lead Practitioners helps to support the development of high-quality teaching and learning across the academy. The LP in Science, will focus on developing a programme for HAP students across Y7-9 which will include in each year group 50% PP students to ensure there is a breadth of student experience. Within this group there will be a focus on an enrichment programme which is tailored to the year group which will become a progressive model of the 5-year journey at Oakwood. **EEF toolkit impact on student progress:** ➢ Individualised instruction + 4 months ➢ Reading comprehension strategies + 6 months	2, 3, 4, 5
Support and development of Early	A high-quality programme delivered in school and via the Redhill Trust supports ECTs. Following the programme of the Redhill College and EDT our ECTs are following a bespoke programme which allows them to further access high levels of teaching across the school. Further to this, we are looking at extra	2, 5, 6, 7

Career Teachers.	opportunities for our ECTs to partake in trust CPD which goes beyond their ECT Framework, for example Teach Meets. Development continues through regular observation of the ECT's which allows them to develop consistent levels of teaching. As an academy, we have appointed an ECT Coordinator who supports ECT's through their first two years.	
Recruitment and retention of high-quality staff.	Use of TLRs attract high quality staff to vacancies. To retain staff, secondment opportunities enable them to experience being on the Senior Team for a year. Opportunities exist across the Trust to retain high quality practitioners. EEF evidence suggests impact is relatively low, however, these strategies have been successful at Oakwood. **EEF toolkit impact on student progress:** ➢ Performance pay + 1 month	All
Curriculum development.	In order to provide a broad, balanced and ambitious curriculum for all students, The Oakwood Academy follows a three-year Key Stage 3 curriculum and a two-year Key Stage 4. Additional staff time and resources have been allocated to develop updated curriculum models, including INSET time, staff cover, and the creation / purchase of new resources.	2
Subject-specific online learning support.	In addition to providing revision guides and resources, subject leaders are utilising high quality online learning platforms to consolidate and extend learning outside of school hours. Engagement with the platforms can be analysed by teachers at a class level. Evidence shows that outcomes are positively affected when students are provided with access to high quality digital learning. The EEF estimates that these activities can contribute between 4 and 5 months' additional progress to students who engage. Platforms are used for homework as well as revision-based tasks to develop understanding and embed knowledge into long term memory. For further intervention for our GCSE PP students, we have purchased licenses for whole school programmes to implement through homework. We have purchased GCSE Pod and Maths watch to allow further support across the curriculum to allow further intervention and to ensure that homework can correlate to the EEF impact of +5 months of progress and the EEF guidance and implementation of the impact of Digital technology. **EEF toolkit impact on student progress:** ➢ Homework +5 months ➢ Individualised instruction +4 months ➢ Digital technology +4 months	5, 6
Subsidised or free learning resources for students.	All students access revision guides via subject teams and all students have access to online learning provision to support home learning and revision. **EEF toolkit impact on student progress:** ➢ Digital technology +4 months	2, 5, 6

SISRA analytics and SIMS subscription.	EEF research shows that the use of digital technology can have a moderate impact on student outcomes (up to 4 months of additional progress). Oakwood's results over the last few years have demonstrated a marked improvement with regards their correlation to predicted data. With the constantly evolving data available to staff, continued training in the use of SISRA will be vital to plan lessons, arrange effective intervention and continue the trend of accurate predictions. The use of these technologies enables all staff to maximise their use and analysis of data, helping to identify underachievement, implement intervention quickly, thus having a positive impact on PP student outcomes. **EEF toolkit impact on student progress:** ➤ Digital technology +4 months	2, 4, 5
Class Charts subscription.	Research shows that quality homework has a considerable impact on the progress students make. Oakwood uses Class Charts to support communication with parents and students, incorporating the ability to set homework and encourage students to be organised and independent in carrying out their homework. All pupils and parents have access to the resources and deadlines for each piece of homework, overcoming any barriers to successful completion, and students who may not have effective spaces to work at home are encouraged to use the library and its resources to ensure that homework is completed effectively. This initiative is strongly supported by EEF research in terms of its potential effectiveness with up to 5 months' additional progress being made by students who fully engage. We will continue to explore the use of online submission and the different homework setting methods to further enhance our homework provision, including the use of quizzes and other alternatives which gives a broader scope to our homework. We will also continue to look at electronics at home to ensure all students have the correct equipment to be successful with their self-supported study. **EEF toolkit impact on student progress:** ➤ Homework + 5 months	2, 6
Assertive mentoring programme.	The assertive mentoring programme at Oakwood has been developed to be much more rigorous in holding students to account and putting the onus on them to take responsibility for their learning. A tiered approach is being implemented for 2024-25 with students given tailored support to meet their individual needs. Tiers include a higher ability programme, a programme focused on 'Zorba' students who are working below target but have the potential for achieve highly, a programme of tutor mentoring and a programme aimed at students who have inclusion and/or SEND needs. A team of experienced staff are mentors, meeting with students regularly throughout Year 11 to support and set targets to raise student achievement and progress. EEF research suggests mentoring has a low impact, however, this initiative has been used extensively across the Redhill Trust and has proven highly successful in contributing to raising student achievement and progress. **EEF toolkit impact on student progress:** ➤ Mentoring + 2 months	1, 2, 3, 4, 5, 6

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

We use a wide range of strategies to provide targeted academic support disadvantaged students.

Budgeted cost: £ 20,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition in English, Maths and Science.	Head of Faculties for English, Maths and Science have been removed from our pastoral tutor team to enable them to deliver extra tuition every day to students who need it, with the aim of raising achievement. This is in addition to and explicitly linked with normal lessons, as recommended by the EEF. **EEF toolkit impact on student progress:** ➢ Small group tuition + 4 months ➢ Reducing class size + 2 months **DfE School Led Tutoring Guidance:** ➢ School led tutoring + 4 months	2, 4, 5, 6

Additional support for Literacy and Maths in Years 7-11.	As the EEF notes, reading comprehension strategies have a positive impact on progress by around 6 months. Equally, small group tuition students make on average 4 months' progress on top of what is expected. Additional classes in literacy have been part of the literacy support at Oakwood for the past four years, to excellent effect, significantly improving reading ages and improving the proportion of students who could read at or above their chronological age. This will continue during this academic year, albeit with a smaller, more targeted cohort of Year 7 and 8 students. Students who come into the academy not "secondary ready" for their reading skills will also be screened for their phonics skills to see if they require intervention in this aspect to ensure we can bridge the gap quicker to ensure effective secondary teaching. These classes are taught by a highly trained Teaching Assistant, who have established the gaps in students' skills and plan accordingly to close these gaps. Further to the literacy intervention within English, we are also embedding intervention during AR time and DEAR time for students from a PP indicator group if their RA is below expectations chronologically. Year 9 have a bespoke reading hour while our Y7 and Y8 students will continue to have focus on phonics in line with a continued Trust approach on reading. Literacy groups in Y7 and Y8 will continue to focus on the main strands of English with a focus of Reading, Writing and Oracy which will be planned by the Literacy co-ordinator. Furthermore, maths intervention has been built into the curriculum for an identified group of Year 7 and 8 students following the national curriculum alongside highly supportive resources and specialist teaching. Both interventions use early diagnostic skills to target intervention strategies of students' specific needs. In Year 9, the bottom sets in English will continue to use AR to support the development of reading skills, and a small, targeted group will take one less option and begin a three-year alternative provision including doing the Step-up English qualification. Following a review, new intervention will continue for students below their chronological age in Years 10 and 11. This support will also be complimented by the T and L approach of quality first teaching which is based around concepts of literacy and oracy which allows all year groups to thrive, linking our additional support to our CPD and T and L priorities throughout the year. **EEF toolkit impact on student progress:** ➢ Reading comprehension strategies + 6 months ➢ Small group tuition + 4 months ➢ Teaching assistant interventions + 4 months ➢ Phonics +5 months	2, 5, 6

Activity and resources to meet the needs of SEND students.	A SEND strategy is in place to improve outcomes for students with SEND in the academy and this drives the actions taken to support students in a variety of ways with actions including: ➢ CPD to strengthen skill set of SEN team ➢ Regular checks to ensure accuracy of register / correct coding of students ➢ Regularly assessing student needs via reviews and developing appropriate intervention plans ➢ A provision map in place to effectively deploy TAs ➢ Implementation and development of a data tracker to organise data and strengthen communication to parents ➢ Increasing the visibility of SEND through staff INSET, CPD and sharing of student profiles ➢ Adjusting inclusion provision for SEND students to improve behaviour and address needs All SEND students are allocated a key worker TA who sets small step targets following a graduated response to improve outcomes. Targets are reviewed and parental meetings take place termly to evaluate impact and develop provision to best support students. Learning walks and quality assurance activities take place with the involvement of middle leaders and SLT to assess the quality of SEND provision in school and develop it further. **EEF toolkit impact on student progress:** ➢ Teaching assistant interventions +4 months ➢ Parental engagement +4 months ➢ Social and emotional learning +4 months ➢ Small group tuition +4 months	2
TA deployment and interventions including supporting students' social, emotional and behavioural needs.	TAs are deployed to support students in a range of ways. This may include mentoring support with their behaviour for learning both via in class support, small group and one-to-one work in the Student Support Centre. Support is also provided for students experiencing SMEH issues to raise attendance and confidence in lessons. Several TAs have been ELSA trained and run a programme of support with students who need it. **EEF toolkit impact on student progress:** ➢ Teaching assistant interventions +4 months ➢ Social and emotional learning +4 months ➢ Small group tuition +4 months	1, 3, 5

Period 6 after school provision.	The Period 6 programme provides students with the opportunity to receive targeted support from a subject specialist to help address areas of underachievement in a particular area. Teachers provide comprehensive and specific feedback to students to move their progress forward. EEF evidence shows that providing students with effective and specific feedback has the potential to have a high impact on student outcomes with 8 months of added progress possible for some students. An hour of P6 tuition spread across two terms in Year 11 equates to approximately 30 hours of additional tuition for a subject; this has huge potential in supporting students to maximise their achievement and progress at a minimal cost as sessions are delivered by existing teaching staff as part of the school day. Students attend up to three P6 sessions per week which has the scope to close achievement gaps and maximise progress. **EEF toolkit impact on student progress:** ➢ Extended school time +3 months ➢ Feedback +6 months ➢ Small group tuition +4 months	2, 5, 7
Holiday revision programmes.	The EEF have rated this type of intervention as having a low to moderate impact on outcomes, however, Easter revision has proved successful and in conjunction with the wide range of other strategies, has contributed to raising student outcomes for achievement and progress. Experience has shown that students benefit from support with revision at the start of the Easter break which enables them to maximise their revision efforts in the run up to the summer exam period. **EEF toolkit impact on student progress:** ➢ Individualised instruction + 4 months ➢ Summer schools +3 months ➢ Extending school time +3 months	2, 7
Zorba & RIP intervention.	Zorba and RIP meetings happen regularly, Zorba (half termly) is attended by both Middle and Senior leaders, whereas RIP (weekly) is SLT-led and takes a strategic view of intervention activities and progress being made by individual faculties. Student underachievement is identified using data analysis tools such as SISRA and subject trackers and appropriate support is implemented and monitored to raise student achievement and progress. Interventions include: P6 attendance, home learning tasks, attendance to holiday clubs, small group tuition and feedback. EEF research suggest interventions such as these improve progress by up to 6 months. **EEF toolkit impact on student progress:** ➢ Extending school time +3 months ➢ Feedback +6 months ➢ Parental engagement + 4 months ➢ Small group tuition + 4 months	2, 3, 5

Work experience and careers support and advice.	High quality work experience makes a real difference to all students in helping them to decide on an appropriate career path. It also supports students in making the right post-16 options choices based on their future career aspirations. The EEF considers this type of intervention as having low impact, however, the programme has been well received by students, parents and employers and we believe it supports students in their transition to post-16 study and/or vocational courses such as apprenticeships. **EEF toolkit impact on student progress:** ➢ Individualised instruction + 4 months	4, 5, 6
Transition activities to support students at KS2-3 and KS4-5.	Effective transition from KS2-3 and from KS4-5 is imperative in ensuring that students' aspirations alongside their progress is maximised. A wide range of activities are provided to local primary school children to prepare them to start secondary school. Initiatives run from September to July and include projects and activity days linking into each faculty area. EEF research suggests this type of intervention has low impact, however, experience tells us that KS2 and KS4 greatly benefit from this support. Year 10 take part in a post-16 day providing essential guidance and taster sessions from sixth form, college and apprenticeship providers. For KS4-5 transition we hold regular assemblies for all Year 11 students to ensure they know a range of options for their future choices and have a clear platform to ensure no student who is PP is at risk of being NEET. **EEF toolkit impact on student progress:** ➢ Arts participation + 3 months ➢ Physical activity + 1month	2, 5, 7

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

In order to boost progress further, some disadvantaged students require additional support with their attendance, behaviour and/or social and emotional wellbeing. We use a substantial amount of the PP budget to provide this support and to ensure it is comprehensive and impactful. We also recognise the need to develop our students' cultural capital.

Budgeted cost: £103,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement activities.	Engaging parents in their child's education is vital in securing success. Partnerships need to be forged between teachers, students and parents and Oakwood use a range of strategies to engage parents in supporting their child to maximise their achievement. Examples include welcome evenings, commendation evenings celebrating student achievement, revision workshops as well as communication channels such as email, text messaging and use of Class Charts to keep parents	5

	up-to-date on events and key dates. Parent voice activities take place throughout the year to ensure the academy can act on feedback and address any issues raised; parents are updated on actions taken via newsletters, phone calls and letter sent home. **EEF toolkit impact on student progress:** ➢ Parental engagement + 3 months	
High Ability Project – TOA Enrichment	Supporting students with an after-school programme of learning to build critical thinking skills and broaden curriculum perspective and extra-curricular activities. In line with the work with the HAP Coordinator, we will be running an Enrichment Programme which is a 4-year progressive journey from Year 7 to Year 10. This will include an enrichment style project throughout each half-term. In line with this, we are also looking at a Key Stage 3 style mentoring programme for students who are higher ability to begin looking at aspiration of the highest achieving student. Events within this will also include two assemblies half-termly with a career focus working with Karey Jane (Careers Advisor) and Sara Wilkinson (Aspiration Coordinator). **EEF toolkit impact on student progress:** ➢ Mentoring + 2 months ➢ Extending school time +3 months ➢ Collaborative learning approaches +5 months	2, 3, 4, 7
Transport & uniform support.	School supports students with transport costs where necessary and for disadvantaged students who need support in purchasing uniform, shoes or equipment. Parents can apply to access support via the Academy's hardship fund. This ensures all students have the necessary resources to be successful at school. School liaises with students in these instances to ensure students are fully supported. **EEF toolkit impact on student progress:** ➢ Parental engagement + 3 months	4
School attendance team.	Oakwood employs two Attendance Officers and an Attendance Administrator; their sole focus is to increase student attendance. This is achieved through a range of intervention methods including student and parent contact in school and at home. Middle and Senior leaders meet with the attendance, SEND and Pastoral teams every day after school to review attendance and prioritise phone calls for the next morning to ensure students are in school to access the teaching and learning provision on offer. **EEF toolkit impact on student progress:** ➢ Behaviour interventions +4 months	1, 5

	➢ Parental engagement + 3 months	
Pastoral support through the Student Support Centre.	The SSC at Oakwood offers students targeted intervention to help to improve behaviour, attendance and other barriers to students making expected progress. Evidence suggests that this type of intervention has a moderate impact on student progress with moderate cost implications. The SSC at Oakwood plays a vital role in support students with behavioural and/or social/emotional needs. The team works closely with students, parents and teachers to ensure that students maximise their achievement whilst receiving the support they need. The Academy also liaises closely with external agencies to support students in the SSC; including: CAMHS, Stronger Families, Targeted Family Support, Mesource, School Counsellor, Kooth, Think for the Future and Sharp. Oakwood is involved in a city scheme called IN-CLUDE aiming to reduce suspensions and re-engage students who have become disaffected. A range of communication measures and literature have enabled staff to ensure that students are able to maintain a good state of mental health and wellbeing. **EEF toolkit impact on student progress:** ➢ Behaviour interventions +4 months ➢ Parental engagement + 3 months ➢ Mentoring + 2 months ➢ Social & emotional learning + 4 months	1, 3, 5
House support.	An attendance champion and an achievement champion are used to support academic achievement and drive-up student attendance at Oakwood. They work in conjunction with Heads of House and support the work of the Pastoral leaders in school. **EEF toolkit impact on student progress:** ➢ Mentoring + 2 months	1, 2, 7

Use of the Trust Reintegration Centre.	A key priority for the Academy is to reduce the number of students who are suspended from school whilst at the same time, improve the behaviour and engagement within lessons. The Redhill Academy Trust allows all academies within the MAT to utilise the Reintegration Centre with the purpose being to re-engage students and parents with learning in addition to improving behaviour. The Reintegration Centre is staffed by teachers and teaching assistants; students complete structured work that links with the curriculum being delivered in the main school. Upon successful completion of a visit to the Reintegration Centre, students are readmitted back into the Academy where they receive further support to try to prevent any repeat behaviour. **EEF toolkit impact on student progress:** ➢ Behaviour interventions +4 months ➢ Parental engagement + 3 months ➢ Mentoring + 2 months	1, 3, 5
Rewards, incentives and student leadership.	Oakwood believes that celebrating student success and using a range of reward strategies contributes to raising student morale, motivation and ultimately, outcomes. A range of initiatives are used including the use of House points (tracked via Class Charts), post cards, celebration events throughout the year, achievement focus weeks, tutee of the term (celebrated in House assemblies) and a tiered badge reward system. Our excellent attendance prize draws include 100% attendance golden tickets and weekly attendance leagues. In addition, students are given the opportunity to take on leadership roles including tutor representatives, House Captain roles and overall, School Captain roles. All prepare students for future leadership opportunities and broadens their capabilities.	3, 4, 5, 7
Pledge programme.	Pledges are designed to be accessible and achievable and aim to provide opportunity for students to develop a range of key skills that will be useful as they progress into adulthood. The Pledge programme is also an opportunity to celebrate with students and reinforce the positive and successful culture that is embedding within the Academy. Pledges are achievable in different ways, examples of these include showing commitment to extra-curricular activities; representing the house in activities/competitions and helping and assisting others within the academy. Milestones are built into the 5-year programme to celebrate achievement with students graduating from key stage 3 and receiving an invite to the Year 11 Prom at the end of key stage 4. The introduction of a student leadership trip has been designed to both develop the skills of the young leaders' making them more effective in their roles; together with being able to inspire other students to want to be part of the leadership structure within the academy. This initiative draws together a number of	7

	proven, effective intervention strategies with the potential of improving progress by up to 3 months for some students. **EEF toolkit impact on student progress:** ➢ Arts participation + 3 months ➢ Extending school time +3 months	
Duke of Edinburgh scheme.	D of E offers students from all backgrounds the opportunity to broaden their horizons and challenges them both physically and mentally. Students volunteer, develop key skills, and take part in an overnight expedition as part of a team. These skills can then be utilised in school to help develop resilience and determination to succeed. Overall, the scheme enables students who may otherwise never experience such an adventure to take part, breaking down barriers. Our Data Manager leads on D of E and works with students to support them in the programme. Participation is such schemes enables students to write well rounded UCAS applications, enabling PP students to compete with students from more privileged backgrounds. **EEF toolkit impact on student progress:** ➢ Collaborative learning approaches +5 months ➢ Extending school time +3 months	7
Curriculum Plus	At The Oakwood Academy, we believe in helping to develop students as an entirety. This means helping them to progress in more than their educational attainment; developing their confidence, extra-curricular skills and helping them to discover their interests in a safe, welcoming environment. We promote activities that widen our students' experiences through our Curriculum Plus programme. This includes opportunities to participate in sport clubs, the performing arts, trips abroad, cultural experiences and character-building challenges. Students can take part in activities they already love or choose to try something brand new. We encourage all students to get involved and choose at least one or two Curriculum Plus activities. We believe this is extremely important in the development of the students here at Oakwood as not only does it build their self-confidence but also builds their resilience and feeling of a sense of belonging. They also challenge our students to learn new skills and find a passion that they can take with them throughout their life. Find out more about our Curriculum Plus programme by following @RedhillPlus on Twitter. **EEF toolkit impact on student progress:** ➢ Arts participation +3 months ➢ Physical activity +2 months ➢ Extending school time +3 months	2, 4, 5, 7

Music lessons.	All PP students have access to free peripatetic tuition at school to ensure they have the same opportunities as other students and to gain cultural capital. Any student studying GCSE Music has access to a 50% subsidy to peripatetic music lessons. **EEF toolkit impact on student progress:** ➢ One to one tuition +5 months ➢ Individualised instruction + 4 months	7
CPOMS safeguarding subscription.	This online software package enables Oakwood DSLs to accurately record welfare and safeguarding concerns and actions. Contact with external agencies are logged enabling the school to build a detailed chronology to support and safeguard students effectively and efficiently.	3, 4, 5
Alternative curriculum.	A small number of students attend alternative provision to support their behaviour and learning needs in a smaller setting then mainstream school. **EEF toolkit impact on student progress:** ➢ Behaviour interventions +4 months ➢ Small group tuition + 4 months	2, 3, 5
Careers advisor and aspirations coordinator.	Timely careers guidance is provided to all students in the academy with considerable emphasis being placed on PP to ensure students have post-16 options secured. Careers advice is linked to assertive mentoring and data is shared to enable staff to identify which students need careers advice support and to what extent. The careers advisor provides a wide range of support to students across all year groups and has launched Unifrog to support students. Careers notices are shared via Class Charts and aspirational trips are arranged to local Universities to broaden students' horizons in addition to supporting students with work experience. An Aspirations Coordinator ensures careers and aspirations are high profile in school. Main responsibilities include leading on the Y10 Work Experience programme; supporting the work of the Careers Advisor; supporting the planning of careers-based PD topics; supporting careers planning across the curriculum; and working towards achieving the Careers Mark accreditation. **EEF toolkit impact on student progress:** ➢ Mentoring +2 months ➢ Extending school time +3 months	4, 7
Curriculum offer.	A small number of students at KS4 follow an additional pathway to support their academic learning are given the opportunity to take the Princes' Trust qualification with staff trained to deliver the course. **EEF toolkit impact on student progress:**	1, 2, 3, 5

	➢ Small group tuition + 4 months	

Total budgeted cost: £ 322,506

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged students during the previous academic year. The data demonstrated that Oakwood students performed less well in 2023/24 (with a P8 score of −0.74) compared to P8 of − 0.23 in 2022/23. We are still awaiting national data being released to enable us to compare the performance of our students with the national picture.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged students at national and local level and to results achieved by our non-disadvantaged pupils. Disadvantaged students achieved a P8 score of −1.07; disadvantaged students nationally averaged a progress 8 score of −0.57 in 2024 meaning that the PP gap has widened by 0.14 in 2024 (P8 gap in 2024 was −0.57 compared to −0.43 in 2023). The Ebacc entry for disadvantaged students in 2023-24 was 44.8% which is above the national average of 40.4% in 2024, demonstrating that all students have access to a broad and balanced curriculum offer with more disadvantaged students than the national average accessing the aspirational EBacc suite of qualifications. Our average attainment 8 score was 29.20 in 2024, a fall from 33.29 in 2023; this was also lower than the national average of 34.5 in 2024. Our average point score for EBacc for disadvantaged students was 2.57 compared to 2.97 nationally in 2023.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing. Attendance remains a barrier to academic success and continues to be a priority to close the achievement gap. In 2023/24, 48% of our persistently absent students (attending less than 90%) were disadvantaged; 30% of good attenders (more than 90%) were disadvantaged.

Progress against our intended outcomes is outlined below:

Intended outcome	Success criteria	Impact in 2023/24
A. Improve P8 of disadvantaged students.	Incremental improvements at each data collection. Gaps narrowed between PP and nPP student outcomes.	Slight widening of the gap (0.14) compared to previous year.
B. Close the gap between PP and non-PP students in the Basics 4+ and 5+ measure.	Increase in the proportion of PP students working at or above target in English & Maths.	The 4+ Basics measure slipped back in 2024 with 31% of disadvantaged students achieving 4+ compared to 47.1% in 2023. 12.1% of disadvantages students achieved 5+ compared to 17.1% in 2023 (a dip of 5%).

C.	Close the gender achievement gap between PP boys and girls.	Boys' performance improving to match PP girls' performance in P8 and A8.	P8 gap between boys and girls has narrowed to 0.25 (a quarter of a grade) compared to 0.55 in 2023. Girls outperform boys in A8 with a gap of 0.91 (almost a full grade).
D.	Improve attendance of PP students to meet national average.	Positive trend in attendance compared to previous year. Gap narrowed between Non-PP attendance and PP.	PP attendance in 2023-24 was 82.9% showing a slight widening of gap between PP and Non-PP (2.5% below national average and 2% below East Midlands average). PP attendance in Year 11 for 2023-24 was 84.2% (1.4% above national average and 2.2% above East Midlands average).
E.	All students secure an appropriate post-16 pathway.	Destination data shows 100% in education, training or employment.	88% of students were engaged in an appropriate post-16 pathway (11 out of 152 students were NEET).
F.	High quality Pastoral care provided to all students.	Increased attendance; improved outcomes.	Increased capacity in the pastoral and attendance teams are having a positive impact on the provision we offer.
G.	Reading age of PP students to match chronological age by the end of Year 9.	Reading test data show incremental improvements across KS3.	Year 9 PP students in cohort on or above chronological reading age is currently 46.6%.

Based on all the information above, the performance of our disadvantaged pupils was below what we expected; we will continue to review the strategies we utilise, in order to improve attainment, progress and attendance at Oakwood.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning