

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 Academy
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa Southwood Head Teacher
Pupil premium lead	Amanda Ellis & Michelle Navin
Governor / Trustee lead	Julie Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,155
Recovery premium funding allocation this academic year	£75,624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£232,779

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

We know socio-economic disadvantage is not always the primary challenge our pupils face, as they all have an Education Health Care plan. Our data (Please see Oakwood Academy website to see the latest KPI/Data) shows us that there is minimal variation of the outcomes for our PP students when compared to their peers. In Order to keep our PP students achieving similar outcomes as non-pupil premium students we focus on.

- Improving Teaching
- Targeted academic support
- Wider strategies to overcomes non –academic barriers to learning
- Progression to further and higher education

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that pupils are given the opportunity to take part in trips/visits and residential.

We ensure that all pupils regardless of PP status are offered thorough careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with school lead tuition for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Basic skills – Owing to pupils SEND needs on entry on average 95% of pupils area assessed as working significantly below the peers in literacy and numeracy. Data shows that PP pupils above target in English is 23.1% and is 31.2% for NPP (raw data: 2 pupils) Fewer PP pupils are below target than NPP. Last Year's Year 11 had the biggest variation in difference between NPP and PP (attendance and engagement were the biggest contributory factors). In Maths significantly more PP pupils were on target that NPP, but less were exceeding their target (5 pupils).
2	Our assessments, observations and discussions with pupils show they may have uncertainty around their future paths, late diagnosis and lack of access to specialist primary education places, is linked to low self-esteem on entry and lower aspirations to the future.(teacher well-being assessments)
3	Our assessments, observations and discussions with pupils show Our most disadvantaged students do have the same access to wider life experiences in lines with their NPP peers. Social opportunities are very limited for many of our PP students outside of those offered by the school. Including access to clubs and community events and accessible transport. To evidence this, access to our own afterschool activities is limited with only 4 families who do not require transport attending. Only 16% of PP parents reported that there child attended any clubs outside of school. 50% of PP parents access social activities together less than twice a year. Parents reported the barriers were the expense and activities being too busy when visiting in school holidays or at weekends, which is over stimulating for neuro-divergent pupils.
4	Analysis of parents evening and annual review attendance shows us that we have less parental engagement from PP parents. Our wide catchment area and lack of transport compounds this difficulty. 41.7% of PP parents have barriers to attending school events, the most commonly reported barrier is transport.
5	Persistent absence for the school is 27%, attendance for PP students is 97% inc auth. NPP is 98% inc auth. There is no significant difference, however, we must target PA as a whole regardless of PP status.
6	All our pupils, due to their needs are vulnerable to external influences either from Social media or within the community. Our PP are more so, due to them being limited in their out-of-school lived experiences, this cohort of pupils tend to spend more time within the home accessing social media platforms, without the full understanding on how to keep themselves safe, opening them up to being groomed and exploited, both within the virtual and real world.

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
Reduce the academic gap.	<ul style="list-style-type: none"> • All teachers across all curriculum areas use Quality Teach first teaching and have completed Oakwood t & L policy CPD. • Curriculum is to be adapted to provide pathways. This will make sure that are lowest ability learners are being provided with the correctly pitched content at the right time for them. There must be solid foundations for our learners before new learning can be cemented. • A dedicated timetable, with the necessary and relevant training to deliver targeted and meaningful interventions of identified pupils identified through the data. • All staff delivering phonics have received new, or refresher training, in line with the phonics policy. • All teachers, regardless of whether or not they deliver phonics have complete RWI training. This is to support students reading and spelling across all areas of the curriculum. • CPD has been delivered to 100% teaching staff and HLTA's in pedagogical approaches best suited to the needs of our learners. • 2 Maths TAs have been trained in Catch-Up Numeracy. • To support our below target pupil premium pupils with core subject tuition. We will employ a 1.1 tutor to work on targeted areas for 6 hours a week for those identified through our KPI.
To raise pupils aspirations	<ul style="list-style-type: none"> • Introduction of ASDAN careers qualification at Year 10. • Work experience for 100% of students at Year 10 and Year 11 at the Sixth form shop or cafe or the Oakwood Bistro. • School supported visits to the colleges pupils may move on including visits to the Sixth form through the careers qualification. • Sharing successes – inspirational previous students return and talk to pupils about their successes. • Speakers on the assembly rota sharing details about different career pathways. Reformed speakers talking about their challenges and how they have overcome them appear on the assembly rota.
To provide all students with a range of out of school experiences that they may not otherwise have the opportunity to experience.	<ul style="list-style-type: none"> • An enhancement planner will be in place. • A variety of curriculum and pastoral trips and visits mapped out across pupil's time at Oakwood. • A passport of experiences to be in place.

<p>To provide students with more opportunities to develop outside interests and hobbies.</p> <p>To provide more opportunities for our pupils to safely mix with their peers outside of the school day.</p>	<ul style="list-style-type: none"> • To have in place an extended school co-ordinator. • To increase the number of after-school opportunities available to students by 30%. • To have holiday clubs available at Easter and summer providing a range of social opportunities for pupils. • To support attendance at clubs and holiday clubs by providing transport. • To increase PP attendance at school clubs by 25%
<p>To improve parental engagement</p>	<ul style="list-style-type: none"> • To have in place a staff member with responsibility for parental engagement. • To open the Oakwood Bistro and invite parents to use this facility to have a minimum of 50% parental attendance at parents evening / annual reviews. • To provide transport options so parents can attend the Bistro and other school events. • To provide more in the way of parent education eg. Phonics / early maths / safe social media use / protecting against grooming. To have invited parents into school a minimum of 8 times across an academic year. • To encourage reluctant parents to develop a more positive relationship with school through offering more social events. Three social events organised through school per year. • To support all parental engagement by providing alternative arrangements to access these events if needed e.g. school cloud
<p>Persistent absence</p>	<ul style="list-style-type: none"> • To have a reduction of persistent absence of our PP pupils by 10% • To offer an enhanced reward programme for improved attendance in our PP pupils • Educate and engage parents/carers in understanding the importance of attendance to further support the improvement of persistent absence, • To celebrate across all school platforms to pupils, staff and parents the impact of missing education, e.g Attendance of 95%, equals 10 days absent, that is 2 full school weeks, up to 50 lessons of learning missed • Recruitment of the Trust family support worker to work with an identified cohort of PP pupils who are persistently absent 1 day a week
<p>Vulnerabilities</p>	<ul style="list-style-type: none"> • Pupils at significant risk are identified early. • 100% of pupils identified at risk have SMART room support in place • Trust school counsellor in place to support identified pupils mental and emotional wellbeing • Mental Health 1st Aid Champions at all sites

	<ul style="list-style-type: none">• Speakers, both to inspire pupils and warn them of dangers appear regularly in the assembly cycle.• Targeted pupil education around e-safety and the risks to all in the virtual world including being criminalised• Parent education is provided.• Targeted off-site support to support engagement.• Interventions are monitored through EFL and reported on through MOATS, which is then fed back through the Data/KPI
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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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring that all staff involved in the closing the skills gap has up to date and relevant training.</p> <p>All staff across the school to be training in supporting the use of phonics across all curriculum areas.</p>	<p>Using a DfE approved phonics scheme to support the catch up of an identified cohort of pupils who have not made the expected progress due to the pandemic as per the KPI data.</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,</p>
<p>Improving teaching through professional development and support.</p> <p>T&L policy and associated training.</p> <p>Numicon staff training.</p>	<p>Ofsted review of research</p> <p>Developing teachers pedagogy through CPD to develop research</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.</p> <p>Rosenshine's Principles in Action : Tom SherringtonOfsted review of research</p>	<p>1</p>

IRIS reflections and action research based on T&L policy implementation.	Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving.	
Academic enhancement planner	https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning EEF - Extracurricular activities, including sports, outdoor activities, arts, culture and trips	2, 3, 4, 6
Introduction of ASDAN careers qualification at Year 10.	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_review.pdf?v=1695030174	2,3,5,6

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA and 3 TAs trained in Catch-up Maths to identify and support those learners with gaps in their knowledge. Weekly sessions and delivered to identified students.</p> <p>2 TAs trained in RLI this is a targeted, evidence-based approach to support the development of reading and language skills in children with Down syndrome.</p>	<p>Using a DfE approved phonics scheme to support the catch up of an identified cohort of pupils who have not made the expected progress due to the pandemic as per the KPI data.</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>Tuition targeted at specific needs and knowledge gaps can be an ef-</p>	1, 2

	<p>fective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF – Teaching assistant interventions</p>	
<p>After school booster sessions provided and open to all students who have been entered for GCSE in English and Maths.</p>	<p>Targeted academic support</p> <p>EEF Parent engagement research shows that PP pupils are less likely to have a space to study at home.</p>	1, 2, 5, 6
<p>Creation of intervention sessions on student timetables. To function on core skills: spelling, handwriting, guided reading, numeracy skills</p>	<p>Gov reading report</p>	1
<p>Targeted 1:1 tutor to work with PP students below target in English and Maths</p>	<p>Targeted academic support: The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p>	1
<p>ELKLAN trained staff</p>	<p>To increase our provision of ELKLAN trained staff across all sites, to work in a holistic manner to support the ever growing need for SALT and have embed techniques from our support staff and supporting our young people achieve their outcomes</p>	1

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

Budgeted cost: £ 82,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the full Attendance Officer LA support package	To support and boost attendance using evidence based strategies and recording progress through the use of case studies and offering a holistic approach with wider agencies e.g. EWO Education endowment foundation pupil premium support	1, 3, 4, 5, 6
To employ a family support work, 1 day per week	Supporting Families Programme: Qualitative research: Family support worker: can providing lower-level parenting support, such as behaviour management and helping establish routines (for example, bedtime or school morning routines. • School attendance: Helping families establish routines, such as sleep hygiene, and exploring the reasons behind low school attendance. • Family functioning: Relationship building and conflict resolution between partners or parents and children.	1, 3, 4, 5, 6
To ensure resources are available for all pupils to access all school opportunities	Attendance of offsite activities such forest school, rock climbing Duke of Edinburgh residential and reward trips. Ensure resources are available to all pupils to access the full curriculum e.g PE Kit, Ingredients for Food tech, Uniform to ensure inclusion, fees covered for trips and visits to encourage life experiences outside of the classroom.	1, 2, 4, 5, 6
Access to counselling service	Recruitment of our own trust counsellor to offer a full package of support to our pupils mental health and wellbeing including play therapy and bereavement counselling.	1, 2, 5, 6,
Work experience for all students at Year 10 & Year 11	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_review.pdf?v=1695030174 Work experience and how it can help you: National Careers Service	1, 2, 4, 6
Creation of the Oakwood Bistro to provide work experience opportunities fir targeted group to raise aspirations		
Pastoral calendar for reward trips – creating for	https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside	1, 2, 3, 5, 6

pupils an experience passport	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning EEF - Extracurricular activities, including sports, outdoor activities, arts, culture and trips	
Engage parents with less formal opportunities to develop relationships with the school and showcase our pupil's achievements	EEF – Parental engagement key findings 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children 3. Tailor school communication to create a positive dialogue about learning.	1, 4, 5, 6,
Addressing barriers to engagement such as transport issues.		
Provide education to support parents with practical strategies to support learning.		
Provide education to support parents with protecting their child harm both online and in the real world.		
Extended School co-ordinator role	EEF – Parental engagement key findings Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in.	1, 2, 3,4,5,6
To increase the number after school clubs available in and out of term time		

<p>To enable attendance at clubs by offering transport.</p>	<p>https://www.gov.uk/government/news/englands-largest-outdoor-learning-project-reveals-children-more-motivated-to-learn-when-outside</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>EEF - Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>	
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Total budgeted cost: £ 232,779

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 2020 to 2021 academic year.

Challenge 1 – Literacy skills

Data that lead to literacy skills being highlighted as a priority:

The table below shows an average year groups progress across six months in reading ages in a non-disrupted year.

Year 7	Year 8	Year 9	Year 10	Year 11
No previous data for comparison	+ 9 months	+ 10.7 months	+ 22 months	+ 2.76 months

The table below shows the average year groups progress across six months in reading ages including the lockdown period.

Year 7	Year 8	Year 9	Year 10	Year 11
No previous data for comparison	+ 3.8 months	-4.4 months	+ 10.1 months	-6.8 months

We have implemented a systematic phonics approach to support our students, particularly those eligible for Pupil Premium. We have appointed two Higher-Level Teaching Assistants (HLTA's, as per the previous PP statement) who specialise in delivering targeted and meaningful interventions to identified pupils based on data analysis. This personalised approach ensures that each student receives the support they need to progress effectively. The following summarises our efforts and outcomes. Approximately 100 pupils from the main Oakwood site have received regular phonics instruction, typically three times a week. Our phonics program has been effective, with most students making good or excellent progress in their phonics skills.

Phonics Progress 2022 - 2023	No of pupils	No movement	+ 1 level	+ 2 levels	+3 levels	4 or more levels
PP	66	17%	44%	21%	9%	10%
NPP	34	27%	44%	15%	0%	15%

Comparisons show that in phonics PP pupils have out-performed NPP pupils.

To maintain a high standard of phonics instruction, all staff members involved in phonics delivery have undergone extensive training totalling 6 hours. This training equips our educators with the necessary skills and knowledge to implement our phonics approach consistently.

Challenge 2 – Basic skills

After the disruption of Covid our assessments showed that basic skills were not as strong as previously. The curriculum was amended to prioritise filling essential basic knowledge gaps before resuming with the planned curriculum. We have evaluated the improvement in core basic skills through our data collection.

2021 – 2022 compared to 2022 -2023 English data

		PP		NPP		PP		NPP		PP		NPP	
		AT	AT	OT	OT	NT	NT	BT	BT	OT	OT	NT	NT
2021 - 2022	English	33 (29.2%)	18 (18%)	57 (50.4%)	54 (54%)	17 (15%)	22 (22%)	6 (5%)	6 (6%)				
2022 - 2023	English	31 (23.1%)	29 (31.2%)	90 (67.2%)	57 (61.3%)	10 (7.5%)	3 (3.2%)	3 (2.2%)	4 (4.3%)				

In summary, the trend for PP pupils between 21/22 and 22/23 shows improvement, especially in the "OT" category, where more students are meeting their English targets. While there was a slight decrease in "AT" performance, it's still a positive outcome. We have reduced the number of pupil working at NT and BT by 6.5% and 2.8% respectively. 2 pupils have slipped from Above Target (AT).

2021 – 2022 compared to 2022 -2023 Maths data

		PP		NPP		PP		NPP		PP		NPP	
		AT	AT	OT	OT	NT	NT	BT	BT	OT	OT	NT	NT
2021 - 2022	Maths	31 (26.9%)	20 (20.2%)	70 (60.8%)	67 (67.6%)	14 (12.1%)	10 (10%)	1 (1%)	2 (2%)				
2022 - 2023	Maths	28 (21.1%)	23 (25.0%)	96 (72.2%)	56 (60.9%)	7 (5.3%)	12 (13.0%)	2 (1.5%)	1 (1.1%)				

In both 21/22 and 22/23, the majority of PP students were either "OT" or "AT," indicating that most students were meeting or exceeding their personalized English targets. Between 21/22 and 22/23, there was an increase in the percentage of PP students achieving "OT" (from 60.8% to 72.7%), which is a positive trend. The percentage of PP students achieving "AT" decreased slightly from 26.9% to 21.1%, but it remains a significant achievement. While PP students showed improvement in both "OT" and "AT" categories between the two years, NPP students still had a higher percentage of students achieving "OT." 3 PP pupils have slipped from "AT".

2021 – 2022 compared to 2022 -2023 Science data

		PP	NPP			PP	NPP			PP	NPP
Subjects		AT	AT	OT		OT	OT	NT		NT	NT
		BT	BT			BT	BT			BT	BT
2021 - 2022	Science	17 (16.7%)	16 (16.3%)	76 (65.5%)	61 (62.2%)	18 (15.5%)	18 (18.3%)	5 (4.3%)	3 (3%)		
2022 - 2023	Science	10 (7.4%)	12 (13.0%)	93 (68.9%)	61 (66.3%)	18 (13.3%)	14 (15.2%)	14 (10.4%)	5 (5.4%)		

Between 21/22 and 22/23, there was a notable decrease in the percentage of PP students achieving "AT" in Science (from 16.7% to 7.4%). This represents a decline in exceptional performance.

The percentage of PP students achieving "OT" in Science remained relatively stable, with a slight increase (from 65.5% to 68.9%). The percentage of PP students achieving "NT" decreased slightly (from 15.5% to 13.3%), while the percentage of PP students achieving "BT" increased significantly (from 4.3% to 10.4%), indicating more students falling below their Science targets. This pattern was replicated in NPP groups.

Challenge 3 – Social and emotional progress

To improve basic skills all pupils must encounter high quality teaching. We have implemented a research-based pedagogical model at Oakwood Academy, 100% of our staff have received comprehensive training in this pedagogical model, and we are committed to ensuring its continuity by providing ongoing training for new team members. Through regular lesson visits and observations, we have had the opportunity to witness these research-approved principles being effectively applied across our entire curriculum, reinforcing our dedication to evidence-based teaching and learning practices

2020 - 2021 Wellbeing data

CATCH-UP DATA SUMMER 2021 MAIN SITE WELLBEING ASSESSMENTS DATA PUPIL PREMIUM ANALYSIS

Year	Total	PP Green	Non PP Green	PP Amber	Non PP Amber	PP Red	Non PP Red
Primary	9	1	3	0	2	2	1
7	39	16	11	7	4	0	1
8	46	23	13	4	3	1	2
9	42	16	15	5	2	2	2
10	37	19	10	1	2	4	1
11	Not in School						
Overall	173	75 (43%)	52 (30%)	17 (10%)	13 (8%)	9 (5%)	7 (4%)

2021 – 2022 Wellbeing data

**CATCH-UP DATA
MAIN SITE WELLBEING ASSESSMENTS DATA
PUPIL PREMIUM ANALYSIS**

Year	Total	PP Green	Non PP Green	PP Amber	Non PP Amber	PP Red	Non PP Red
Primary	10	4	2	1	2	1	0
7	43	17	19	3	2	1	1
8	41	13	13	9	5	1	0
9	45	23	15	2	2	0	0
10	41	15	16	6	4	0	0
11	37	15	14	1	3	2	0
Overall	217	87 (40%)	79 (36%)	22 (10%)	18 (8%)	5 (2%)	1 (0.5%)

We recognised the profound impact that the loss of routine, structure, friendships, opportunities, and freedom during the challenging times of the pandemic had on our students' mental health and wellbeing. To address this, we have used half-termly well-being assessments, we monitored our students' mental health and wellbeing. Any concerns identified by form tutors were promptly flagged and referred to our Smart Room.

Across the school the wellbeing data shows that we have moved 10 pupils out of red and an additional 39 pupils have now be rated as green. Originally there were less PP pupils in the green category 30% vs 43%, however the trend reversed, 40% PP and 33% NPP rated as green at the end of our measuring period. PP pupils rated as red have reduced by 44% however there are still pupils receiving SMART room interventions.

In the academic year 2023 - 2023, we conducted a total of 76 interventions through the Smart Room to specifically address any ongoing well-being concerns . 46 (60.5%) students were eligible for PP. As time has progressed, we observed a significant reduction in the number of well-being concerns raised, indicating the positive impact of our targeted interventions.

We remain committed to providing individualised support for those students who require longer-term assistance. Furthermore, recognising the heightened need for professional counselling services, our trust employed a dedicated counsellor. Over the course of the year, the counsellor provided support to 16 young people, with a 68% of these students being from Pupil Premium backgrounds. We have recruited an additional Inclusion staff member to support pupils pastoral needs.

Challenge 4 Access to remote learning

Pupil Premium (PP) students at Oakwood Academy had full access to off-site education during the challenging COVID-19 period. To facilitate their online learning experience, we provided laptops, ensuring that 100% of our PP students had the tools to continue their education from home. A full live timetable was in place for all students when school was not open. A full remote learning package was available via the website for instances when a pupil was off with Covid but well enough to work.

Additionally, Oakwood Academy remained open for a significant portion of the COVID-19 period, and during this time, we prioritised offering places to our PP students.

Challenge 5 – Ensuring all pupils have full access to the whole curriculum regardless of PP status

Oakwood continue to make sure no pupils miss out on any curriculum experiences due to deprivation. Funding for uniform, PE kit, food technology costs and all trips and visit costs are fully funded.

Challenge 6 – Maintaining attendance

Attendance Autumn 2021- 2022

	Pupil Premium	Non Pupil Premium
	Attendance with authorised absence	Attendance with authorised absence
Year 5 to 11: Total	95%	98%

	Boys	Girls
	Attendance with authorised absence	Attendance with authorised absence
Year 5 to 11: Total	96%	98%

PUPIL ATTENDANCE: SPRING 2023

	Pupil Premium	Non Pupil Premium
	Attendance with authorised absence	Attendance with authorised absence
Whole School: Total	97%	98%

	Boys	Girls
	Attendance with authorised absence	Attendance with authorised absence
Whole School: Total	97%	97%

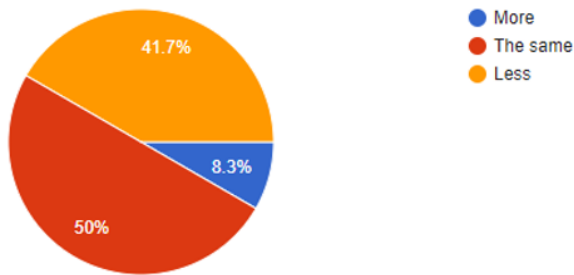
Attendance at Oakwood Academy has demonstrated significant improvement since the onset of the COVID-19 pandemic, and it is now steadily returning to levels close to those seen before the pandemic. This positive trend reflects the collective efforts of our staff, students, and their families to prioritise regular attendance as a fundamental aspect of the learning process.

Our ongoing commitment to maintaining and enhancing attendance rates has incorporated this focus into our new plan. We are particularly focusing on PP students who are persistently absent (PA). We have reduced the attendance gap for PP students by 3%.

Challenge 7 – Parental engagement

There have been improvements in parental engagement at Oakwood Academy, particularly during our annual reviews, parent evenings, and open-book evenings. We have increased the opportunities we have provided for parents to visit our school premises. We have aimed to foster a stronger connection between parents and their children's educational environment. We are pleased to note

that all our parent evenings have successfully transitioned back to in-person appointments, facilitating more personal and direct interactions between parents and teachers. However, attendance at academic meetings remains an issue for us and we are keen to increase engagement further. Only 41% of PP parents surveyed attended parents evening last year, 20% attended an open book evening (of which three were offered).



8% of PP parents attended more events last year and 50% attended around the same.

Enhancing parental engagement remains an ongoing target for us, and we are actively exploring various avenues to further support and encourage parents to be actively involved in their child's education. Although we have increased opportunities this year, active participation remains low. Parents most commonly reported to us that transport and the cost of living crisis were the factors most likely to inhibit their attendance at school events and meetings. We remain committed to further exploring avenues of building relationship with parents and this is a target on our revised pupil premium strategy.

Challenge 9 – Non-academic experiences

Trips and Visits 21 - 22	346
Trips and Visits 22 - 23	627

We have greatly increased the number of trips and visits on offer to our students. The majority of these trips and visits are sport based and as such we are keen to keep this as a target to develop pupils cultural capital across all curriculum areas.

We have also seen an increase in the number of in school activities planned due to the removal of restrictions around visitors in schools. These include, author visits, poet visits, book groups, inspiration sports star visits, Science boffins, living creature exhibitions.

Attendance at after school clubs	Club numbers	PP	NPP
2021 - 2022	36	48%	52%
2022 - 223	30	43%	57%

We have increased PP pupil attendance at After school clubs by 5%. However, this remains a priority.

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
Evidence for Learning	Evidence for Learning
Read write Inc	Read write Inc
Catch up Maths	Catch up Maths
RLI	RLI
Love Rocks	Barnados