

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	Retford Oaks Academy
Number of pupils in school	1077 (+103 Post-16)
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Luke Dickinson
Pupil premium lead	Richard Stewardson
Governor / Trustee lead	Andrew Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,185
Recovery premium funding allocation this academic year	£77,352
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	£378,537

Part A: Pupil premium strategy plan

Statement of intent

Retford Oaks Academy continues to adapt its spending of the Pupil Premium funding following analysis of our outcomes for disadvantaged students in 2022/23.

This document outlines Retford Oaks Academy's current approach to closing any achievement gap and also outlines how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At Retford Oaks Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the Academy. At Retford Oaks, strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons which challenge and stretch all students. All staff are entitled to a programme of training which allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Key Priorities:

To continue to meet the needs of all learners to accelerate learning and deepen understanding, which is a focus of our Academy Improvement Plan, by addressing inequalities and raising the attainment of those students in low income families, Service children, or who are 'Looked After'.

What do we expect to see?

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to benefit fully from the holistic educational provision provided by the Academy.

Challenges

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

Challenge number	Detail of challenge
1	Low reading ages that impact on academic and personal development progress
2	Poor social behaviours resulting in disruption of learning
3	Limited aspiration due to culture and environment
4	Lack of engagement and poor behaviour in lessons
5	Individual barriers with wider school opportunities
6	Low attendance resulting in below expected progress

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase of reading ages in each year group	Reading ages to increase by six months or more for Pupil Premium student in testing
Increase progress for Year 11 students	Achieve national average or better for outcomes Achieve Attainment 8 score of 3.4 or better for Pupil Premium students
Increase percentage of Year 11 students achieving 5+ in English and Maths	Achieve national average or better for outcomes in English and Maths Exceed 15.8% of Pupil Premium students achieving 5+ in English and Maths
Improve attendance for all students	Attendance to exceed national average Increase Pupil Premium figure for attendance compared to 2021/22
Decreased number of students receiving suspensions from the Academy	Less than 10% of Pupil Premium students are suspended The gap between Pupil Premium and non-Pupil Premium students suspended is less than 2%
Increase attendance for students	Attendance gap for Pupil Premium students to be within 5% of non-Pupil Premium Reduce PA Pupil Premium students by 1% from previous year

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: £189,268.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focussed on raising aspirations and pedagogy that suits the needs of disadvantaged students, with purposeful assessment leading to high quality teaching	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <i>Education Endowment Foundation</i>	2, 3, 4, 6
Recruitment, retention and deployment of effective teachers throughout the Academy	High quality teaching improves pupil outcomes. <i>Education Endowment Foundation</i> Movement of teachers away from schools in economically disadvantaged communities has resulted in inequitable distributions of high-quality teachers across schools. <i>The Wing Institute</i> There are no great schools without great teachers. The key to education is the person at the front of the classroom. At a time when there are more pupils in our schools than ever before, we need to be attracting and keeping great people in teaching. <i>Rt Hon Damian Hinds</i>	1, 2, 3, 4, 5, 6
Whole-school reading strategy for low attaining disadvantaged students with the use of 1-2-1 readers and TA support	A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. <i>Nord Anglia Education</i>	1, 4, 6
Resources for lessons that are matched to the needs of students and scaffolded effectively	Scaffolding in instruction is when a teacher supports students throughout the learning process. The instructor gradually introduces new ideas, building on each prior step and knowledge. As students learn new skills, they are able to master the task by tackling each section at a time. This allows them to acquire new skills using only temporary supports. <i>Educational Technology</i> Students gradually take over more of a task until they can do it without the expert's support. They can then move onto more challenging learning which continues to be scaffolded by the expert. Scaffolding also enables teachers to	1, 2, 3, 4, 5, 6

	maintain high expectations of the learner rather than simplifying the task. <i>Bell Foundation, NALDIC</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,707.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development Every day and LORIC focused on disadvantaged students and raising a culture of academic aspiration for all students	The introduction of the LORIC lessons has allowed students to raise their aspirations and become more resilient to challenge. <i>John Wilmott School</i>	2, 4, 5, 6
Provision for SEMH students to support with engagement in lessons and a range of academic, personal development and safeguarding interventions	SEMH underpins educational development and learning. Without these skills there is no foundation on which to build on. Once children are confident in their own SEMH, then their progress will follow. <i>True Education Partnerships</i>	1, 2, 3, 4, 5, 6
Behaviour support strategy including mentoring, referral room, pre-exclusion room and alternative provisions	Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. They realise the importance of getting the basics right, like attendance and behaviour, and	2, 3, 4, 6

	<p>understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards. <i>Department for Education</i></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. <i>Education Endowment Foundation</i></p>	
<p>Use of tutoring to increase progress for disadvantaged students with additional staff and intervention outside of lesson time</p>	<p>Evidence shows small group tuition is an extremely effective intervention in a student's learning, with private tuition having the ability to boost progress by three to five months. However, research from the Sutton Trust shows that only 18% of pupils from the least affluent families have been able to access tuition, compared to 43% of pupils from the most affluent families. <i>Education Hub</i></p>	<p>1, 3, 5, 6</p>

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

Budgeted cost: £113,561.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive reinforcement programme involving praise and rewards with school badges for engagement in holistic education	Positive reinforcement increases the chances of the behaviour being repeated. <i>B. F. Skinner</i>	2, 3, 4, 5, 6
Mentoring and counselling to support personal development and safeguarding particularly focused on social and emotional awareness and needs, behaviour and aspiration	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. <i>Education Endowment Foundation</i> Counselling in schools can make an important contribution to supporting the emotional health and wellbeing of young people. Pupils experiencing stress or emotional problems find it difficult to reach their potential. <i>Department for Education Northern Ireland</i>	2, 3, 4, 5, 6
Funding of equipment and resources to ensure that disadvantaged students are equipped and able to access whole-school life through the voucher booklet	A 2018 study by <i>National Education Union</i> and <i>Child Poverty Group</i> showed over half of schools need to provide basic school equipment for disadvantaged students.	1, 2, 3, 5
Funding of enrichment activities and extra-curricular opportunities	Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities. <i>Joshua Rowntree Foundation</i> Young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning	2, 3, 5, 6

	experiences which may affect their engagement in the more formal learning in school. <i>Joshua Rowntree Foundation</i>	
Provision of a free breakfast for all disadvantaged students	A healthy breakfast can help children and young people with their concentration and behaviour. <i>Department for Education</i>	2, 3, 4, 6
Behaviour intervention programme with external agency to improve social behaviours and reduce incidents of negative behaviour	Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. <i>Education Endowment Foundation</i> Receiving advice and guidance from outside our organisations produces a different perspective and some disruptive thinking. This can range from a new take on practises and protocols as well as appropriate behaviours and responses. An external mentor can also have a different perception of a certain skill set or experience and offer alternatives within a framework. <i>3 Plus International</i>	1, 2, 3, 4, 5, 6
Attendance intervention to engage parents/carers and students with the Academy and learning	Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. Secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths. <i>The Education Hub</i>	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 378,537

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.

Pupil Premium students achieved an Attainment 8 score of 3.59 in the Year 11 outcomes for 2022/23. This was above the 2021/22 Academy Attainment 8 (3.4) for Pupil Premium students. The proportion of this cohort achieving grades five or above in both English and Maths was 17.6%, above the target set to exceed the 2021/22 Attainment 8 (15.8%). This was below the national average for the Pupil Premium cohort.

There is an average gap in reading ages for Pupil Premium students compared to non-Pupil Premium students in all year groups of 10 months.

The attendance for Pupil Premium students was 81.58%, which was lower than the figure in 2021/22 (83.76%).

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
Reintegration back into school Anxiety One to one tutoring Outdoor education Mindfulness	Prime8 Education
Life skills Communication skills Greater appreciation of the environment	Alternative Programme Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.