

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	1152 (including 48 P16 students)
Proportion (%) of pupil premium eligible pupils	36.9% (including 0.8% P16)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Luke Dickinson
Pupil premium lead	Phoebe Stapleton
Governor / Trustee lead	Andrew Knight

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£345,000

# 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 2024/25.

This document outlines Retford Oaks Academy's current approach to closing any achievement gap and 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 using 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 Pupil Premium (SPP) 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 attendance resulting in below expected progress
2	Low reading ages that impact on academic and personal development progress
3	Limited aspiration due to culture and environment
4	Lack of engagement and independent study beyond the Academy
5	Individual barriers with wider school 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
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
Increase of reading ages in each year group	Reading ages to increase by six months or more for Pupil Premium student in testing
Increase achievement for Year 11 students	Achieve national average or better for outcomes Achieve Attainment 8 score of 3.5 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 25% of Pupil Premium students achieving 5+ in English and Maths

## 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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focussed on raising aspirations and pedagogy that suits the needs of disadvantaged students, with purposeful assessment leading to high quality teaching</p>	<p>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></p>	<p>2, 3, 4</p>
<p>Recruitment, retention and deployment of effective teachers throughout the Academy</p>	<p>High quality teaching improves pupil outcomes. <i>Education Endowment Foundation</i></p> <p>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></p> <p>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></p>	<p>1, 2, 3, 4, 5</p>
<p>Whole school reading strategy for low attaining disadvantaged students with the use of 1-2-1 readers and TA support</p>	<p>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.</p> <p>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></p>	<p>1, 2, 3, 4</p>

<p>Resources for lessons that are matched to the needs of students and scaffolded effectively</p>	<p>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></p> <p>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 maintain high expectations of the learner rather than simplifying the task. <i>Bell Foundation, NALDIC</i></p>	<p>1, 2, 3, 4, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development Every day and 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>	1, 2, 3, 4, 5
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
Behaviour support strategy including mentoring, remove room, isolation 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 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>  The average impact of behaviour interventions is four additional months' progress over the course of a year. <i>Education Endowment Foundation</i>	1, 3, 4, 5
Use of tutoring to increase progress for disadvantaged students with additional staff and intervention outside of lesson time	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>	1, 2, 3, 4

Provision of resources and environment to support independent study	Too much noise can act as a distraction and make it harder to focus on your learning. Research suggests you will be more motivated and focused on your learning if your study space is clear and tidy. Whereas, disorganised and messy spaces can create feelings of stress and anxiety, which will have an obvious negative effect on your learning. <i>UCAS</i>	1, 2, 3, 4, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive reinforcement programme involving praise and rewards for engagement in holistic education, with a specific focus on attendance	Positive reinforcement increases the chances of the behaviour being repeated. <i>B. F. Skinner</i>	1, 2, 3, 4, 5
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>	1, 3, 4, 5
Funding of equipment and resources to ensure that disadvantaged students are equipped and able to access whole-school life	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, 4, 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	1, 2, 3, 4, 5

	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>	1, 2, 3, 4
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
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

**Total budgeted cost: £ 345,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil Premium students achieved an Attainment 8 score of 3.41 in the Year 11 outcomes for 2024/25. This was above the 2023/24 Academy Attainment 8 (2.89) for Pupil Premium students. The proportion of this cohort achieving grades five or above in both English and Maths was 25%, above the outcomes achieved the previous year (10.8%).

The average gap in reading ages for Pupil Premium students compared to non-Pupil Premium students is 7.45 months.

The attendance for Pupil Premium student was 85.8%, which was above the 82% in 2023/24. The gap to non-Pupil Premium students in 2024/25 was 6.5%.

The gap was 9.83% of Pupil Premium students suspended compared to non-Pupil Premium students in 2024/25. This was 12.78% of the Pupil Premium population.

### 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
One to one tutoring Mentoring Life Skills Focused work on SEMH Inclusive, and nurturing environment where young people can rebuild confidence, re-engage with learning, and achieve	First Class

meaningful qualifications through our status as a registered examination centre.	
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