

Pupil Premium Strategy Statement: Oaks Park High School 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1783
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanne Hamill Headteacher
Pupil premium lead	Salise Hassan Interim Deputy Headteacher
Governor / Trustee lead	Sean Canaii

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,450
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£324,450

Part A: Pupil premium strategy plan

Statement of Intent

Oaks Park High School is committed to ensuring equal access to learning, with high expectations for every student and appropriate levels of challenge and support. We believe that disadvantaged students should achieve in line with all our students and disadvantage should not be a barrier to their progress and development. Success is for all and we believe that education has an important role to play in the improvement of life chances and life choices, irrespective of socioeconomic background and disadvantage.

The key principle underpinning our strategy is inclusive high-quality teaching and learning in order to create an aspirational and high achievement culture in school. However, we also recognise that high quality and structured academic and pastoral intervention will also be crucial in supporting a number of our disadvantaged students, particularly in light of the continued impact of Covid-19. In addition, it is important that we continue to raise student's aspirations and broaden their horizons through our careers programme and to our personal development curriculum, ensuring that all students irrespective of their background have equity of access to this support.

Overall, our work will focus on the following four core areas that have been highlighted by national research as factors that can negatively impact disadvantaged students:

- Access to high quality teaching and learning understanding of and adapted to the needs of all students
- Social, emotional and mental health
- Language development and comprehension
- Relationships

The approaches we will use in order to support our key principles will be based on robust evidence, identifying the common challenges our disadvantaged students face. This will not just be limited to students affected by socioeconomic factors (PP), but also other vulnerable students such as those with a social worker, mid-year admissions and SEND.

Our strategy will be regularly evaluated and plans adapted if and when necessary.. We aim to sustain and improve the attainment of all students at Oaks Park, by ensuring that all staff are aware of the core principles for successful strategies and intervention:

- Invest in staffing and professional development to ensure quality first teaching is at the heart of our approach
- Staff know their students
- Have high expectations for all. All students are challenged in the work that they're set and standards that they are held to.
- Robust assessments are required to identify and address gaps in learning.
- All students are supported and early intervention is key

The most effective strategies for addressing the gap between disadvantaged and non-disadvantaged are those that improve all students as learners.

Challenges

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

Challenge number	Detail of challenge			
1.	Language Development & Comprehension			
	Year Groups and Prior Ability indicator	% Students PP	% Students Non-PP	Gap
	Year 7 SATs Below Expected Standard	22%	14%	+8%
	Year 7 SATs At Expected Standard	49%	45%	+4%
	Year 7 SATs Above Expected Standard	20%	35%	-15%
	Year 8 SATs Below Expected Standard	18%	15%	+3%
	Year 8 SATs At Expected Standard	60%	49%	+11%
	Year 8 SATs Above Expected Standard	17%	31%	-14%
	Year 9 SATs Below Expected Standard	18%	11%	+7%
	Year 9 SATs At Expected Standard	53%	46%	+7%
	Year 9 SATs Above Expected Standard	10%	30%	-20%
	Year 10 SATs Below Expected Standard	23%	12%	+11%
	Year 10	51%	52%	-1%

SATs At Expected Standard			
Year 10 SATs Above Expected Standard	17%	26%	-9%

Please note - Due to COVID-19 school closures, Year 11 did not undertake Key Stage 2 SATs and no validated SATs results are available. As a result, the school used CAT4 assessments to establish students' starting points on entry to Year 11 and to inform academic planning and support. These are not comparable to SATs but demonstrate the gap in starting point between Non-PP and PP students.

Year Groups and Prior Ability indicator	% Students on or above target PP	% Students on or above target Non-PP	Gap
11 MPA	51	63	-12%
11 HPA	33	45	-12%

Literacy Tests Years 7 & 8

A notable proportion of students arriving in key stage 3 are performing below expected literacy levels, creating barriers to engagement with academic content. Disadvantaged students face additional challenges, as a higher proportion are below expected literacy levels compared to their non-disadvantaged peers. There is also a significant number of students without assessed literacy data, particularly among disadvantaged groups, which may hinder early identification and support. This trend underscores the importance of targeted literacy support to address gaps, particularly for those performing below expectations, and to ensure equitable access to the curriculum for all students. This is in line with national research that has identified that primary students are transitioning to secondary school with a reduction in literacy levels, partly due to the impact lockdown had on the teaching of phonics.

2.

Social, Emotional & Mental Health

Our internal data has shown a significant increase in proportion of PP students experiencing difficulties with their mental health, such as anxiety, self-harm, suicidal thoughts and low self esteem in the last 2 years. In 2024-25, disadvantaged students (Pupil Premium) continue to be overrepresented in mental health support, accounting for 23% of students receiving additional mental health provision, an increase compared to previous years. The number of referrals completed by the school for CAMHS support remains significantly higher than pre Covid levels, reflecting ongoing impacts of the pandemic on students emotional wellbeing, particularly in relation to anxiety, confidence, and resilience. Pupil Premium students continue to make up a disproportionately high proportion of referrals completed during 2024-25. This trend is evident not only in referrals to CAMHS but also in referrals to a range of external mentoring and counselling services, including Lifeline Mentoring and Youth Support Teams, highlighting the continued need for targeted early intervention and support for disadvantaged students.

3.	<p>Attendance Comparative analysis of attendance and progress data has shown the increased impact that Covid-19 and school closures have had on the attainment and progress of PP students, and an ongoing impact on their attendance since schools reopened. Data from 2024-25 showed:</p> <table border="1" data-bbox="392 412 1414 887"> <thead> <tr> <th></th> <th>Year groups</th> <th>% PP Attendance</th> <th>% Non-PP Attendance</th> <th>Gap</th> <th>National PP</th> <th>National Non PP</th> </tr> </thead> <tbody> <tr> <td>2024-2025</td> <td>7-13</td> <td>89%</td> <td>92%</td> <td>3%</td> <td>88.8%</td> <td>94%</td> </tr> <tr> <td>2023-2024</td> <td>7-13</td> <td>91%</td> <td>94%</td> <td>3%</td> <td>89.4%</td> <td>94%</td> </tr> <tr> <td>2022-2023</td> <td>7-13</td> <td>91%</td> <td>94%</td> <td>3%</td> <td>88.9%</td> <td>93.9%</td> </tr> </tbody> </table>		Year groups	% PP Attendance	% Non-PP Attendance	Gap	National PP	National Non PP	2024-2025	7-13	89%	92%	3%	88.8%	94%	2023-2024	7-13	91%	94%	3%	89.4%	94%	2022-2023	7-13	91%	94%	3%	88.9%	93.9%
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4.	<p>Access to opportunities for personal development Many of our disadvantaged pupils face significant barriers to accessing a broad range of cultural experiences and developing a deeper understanding of the world around them. These limitations can impact their academic achievement, aspirations, and overall life chances.</p>																												
5.	<p>High Quality Teaching and Learning Expectations and Routines High-quality teaching and learning informed by evidence-based educational practices, drawing on insights from Inner Drive. This approach incorporates key teaching and learning non-negotiables to ensure consistency and effectiveness across classrooms. These include:</p> <ul style="list-style-type: none"> ● Recall tasks prepared and ready for students upon entry. ● Seating plans designed to optimize learning outcomes. ● Clear learning intentions shared with the class at the outset of lessons. ● A no hands-up questioning policy to encourage inclusive participation. ● Consistent use of Assessment for Learning (AfL) strategies throughout lessons. ● Dialogic teaching to promote rich, purposeful classroom discussions. <p>To evaluate and enhance the impact of these practices, we will increase the frequency of learning walks and provide constructive feedback to teachers. This process will be systematically embedded into departmental self-evaluation plans to ensure continuous improvement and alignment with our strategic goals.</p> <p>The Education Endowment Foundation (EEF) emphasises the importance of high-quality teaching in improving outcomes for all pupils, particularly disadvantaged students. Key strategies include explicit instruction, scaffolding, and flexible grouping to address diverse learning needs. Dialogic teaching, which improves classroom discussions, can lead to significant progress, while Assessment for Learning (AfL) strategies help teachers adapt lessons using</p>																												

evidence and feedback. Embedding these practices requires professional development and consistent evaluation, such as learning walks and feedback, to ensure effective implementation and continuous improvement.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4 and KS5	GCSE results, A level results and internal data shows that there is a significant reduction in the progress gap between disadvantaged and non-disadvantaged students.
Improved reading comprehension among disadvantaged students across KS3	Reading comprehension data AR progress assessments show improved comprehension skills and a smaller disparity between disadvantaged and non-disadvantaged students. Teacher feedback also shows that students have built resilience and confidence when talking long answer questions.
Improved oracy among disadvantaged students across KS3	Evidenced through work on Skills Builder and recorded on UniFrog
Continued improvement of provision for all students accessing mental health support, including those that are disadvantaged	Improved attendance and attainment of students with mental health issues. Significant increase in the number of disadvantaged students participating in enrichment activities. Fewer students seek mental health support due to effective preventative initiatives.
Improve and sustain attendance for all students, including those that are disadvantaged.	There is no difference between the attendance figures for both advantaged and disadvantaged students, both are above the national average.
Further develop the support available both in school and externally for students in need of additional intervention and support in relation to CEIAG.	All students access CEIAG. Students are enrolled on a course of further study or training at the end of post 16 or post 18 education commensurate with their interests and abilities.
To enhance student achievement, we will prioritise the development of metacognitive and self-regulatory skills through explicit instruction, modelling, guided and independent practice, adaptive teaching, and regular assessment and feedback.	Internal and external assessment data, observations and both staff and student feedback suggests that disadvantaged students are more able to monitor and regulate their own learning.

To expose students to a broad range of personal development opportunities and experiences and support their wider learning and understanding of the world around them including our disadvantaged students	High levels of attendance to extracurricular clubs/trips recorded by students. No gap between disadvantaged and other students in attendance rates. Personal Development Curriculum integrated as part of schemes of learning to ensure opportunities are regularly offered.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy classes for KS3 <ul style="list-style-type: none"> ● Employment of Literacy Lead Practitioner ● Employment of Literacy Practitioners ● Subscription to Lexia ● Review literacy curriculum & assessment ● Incorporation of phonics into literacy lessons and literacy intervention 	EEF - Improving Literacy in Secondary Schools Education Report EEF - Reading Comprehension Strategies, T&L Toolkit EEF - Phonics, T&L Toolkit Three ways to use phonics in secondary schools, Jules Daulby, TES Literacy and numeracy catch-up strategies, DfE	1, 5
Further development of oracy <ul style="list-style-type: none"> ● Purchase and use of Skills Builder ● Training for all staff on using Skills builder Incorporation of skills e.g. speaking and listening into pastoral schedules and curriculum schemes of learning ● Increased participation in LAMDA (extra-curricular) ● Further development of debating e.g. Jack Petchey Speak Out Challenge 	EEF - Oral Language Interventions, T&L Toolkit Reading failure? What reading failure? Voice21 impact report	1,4

<p>Teaching and learning</p> <ul style="list-style-type: none"> • CPD for all staff from Inner Drive • Embedding of non-negotiables across the school <p>Continued development of wave 1 support from subject teachers in class for SEND students</p> <ul style="list-style-type: none"> • CPD for staff • Introduction of new format for SEND One Page Profiles 	<p>EEF - Making Best Use of Teaching Assistants Guidance Report</p> <p>SecEd - Adaptive teaching explained: What, why and how?</p>	<p>1, 2, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £130000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of wave 2 support from our Inclusion team for SEND students</p>	<p>DfE Green Paper</p> <p>EEF - Special Educational Needs in Mainstream Schools: Evidence Review</p>	<p>5</p>
<p>Summer School</p>	<p>EEF - Summer Schools, T&L Toolkit</p>	<p>1, 2, 3, 5</p>
<p>Online access to learning</p> <ul style="list-style-type: none"> • Employment of School Systems Developer • Continued development of Google Classroom to support students with home learning, revision and catch-up (e.g. mid-year admissions) • Purchase of SENECA Premium to support with home-learning and revision • Purchase of Up Learn to support home study 	<p>EEF - Remote learning rapid evidence assessment</p> <p>EEF - Individualised instruction</p>	<p>1, 5</p>

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Monitoring vulnerable students and PP in particular	EEF - Rapid Evidence Review: Attendance Interventions The British Psychological Society - Change: attendance, exclusion, and persistent absence	1, 2, 3, 5
SEMH	EEF - Social and Emotional Learning Strategies, T&L Toolkit EEF - T&L Toolkit Anna Freud National Centre for Children and Families, Mental health toolkit for schools	2, 3, 5
Pastoral intervention (Peer tutors, resilience, etc.)	Gill Main. The Conversation - (parent & students aspirations) EEF - Peer Tutoring, T&L Toolkit	2, 3, 5
Careers and aspirations	EEF - Careers Education: International Literature Review	4, 5

Total budgeted cost: £320000

Part B: Review of the previous academic year

Historically, the attainment and progress gaps between disadvantaged and non-disadvantaged students at Oaks Park High School have been smaller than those seen nationally. In 2025, this trend continued against the backdrop of national data that shows disadvantaged students still facing greater challenges compared with their peers.

At Oaks Park, we prioritise strategies that support our disadvantaged students in reaching their full potential. Central to this is Quality First Teaching, where every teacher recognises that what happens in lessons every day is critical to students' progress. Over the last academic year, the school further refined its assessment and teaching and learning policies to ensure consistently high standards across all areas. These efforts have delivered positive outcomes for our students, as reflected in the 2025 results.

We are committed to providing all students, including those from disadvantaged backgrounds, with access to a wide range of personal development opportunities. In 2025, students benefited from our Super Curriculum, designed to extend learning beyond the classroom and deepen their understanding of key concepts. Additionally, students participated in a variety of trips and visits across the UK and Europe, broadening their cultural and educational experiences.

We also encouraged participation in programs such as LAMDA, which builds confidence and communication skills, and the Duke of Edinburgh Award, which develops resilience, teamwork, and leadership. These opportunities support students' holistic development, equipping them with the skills and experiences needed to thrive both academically and personally.

As reflected in our 2025 data, disadvantaged students at Oaks Park High School continue to achieve lower outcomes than their non-disadvantaged peers. In 2025, disadvantaged pupils recorded an Attainment 8 score of approximately 29.7, which is significantly below both the school's non-disadvantaged students and national averages for non-disadvantaged pupils. This indicates a notable attainment gap, particularly in core GCSE subjects such as English and mathematics. While this pattern reflects wider national trends for disadvantaged learners, it highlights the ongoing challenge for the school in closing the gap and ensuring that disadvantaged students make stronger academic progress in line with their peers.

We also maintain high expectations for our disadvantaged students, with a strong proportion entering the English Baccalaureate (EBacc) compared with national averages for all students and for those eligible for free school meals.

However, the gap between the attainment of disadvantaged and non-disadvantaged students persists. Reducing this gap continues to be a core focus of the school's improvement plan, ensuring all students fulfil their potential regardless of background.

The 2024–25 results at Oaks Park High School reflect improved performance overall, with students progressing into positive destinations including further education, apprenticeships, and employment. These outcomes underline sustained improvement and our commitment to high standards across the curriculum.

Our Pupil Premium Strategy will continue to be reviewed regularly as we remain committed to ensuring equal access to learning and high expectations for all, and it will be adapted when necessary.

Key Stage 4

2025 KS4 Results	OPHS Non Disadvantaged	OPHS Disadvantaged	National Data (Non Disadvantaged)	National Data (Disadvantaged)
Number of students	216	74	NA	NA
Average A8 score	56.58	44.05	51.1	34.6
9-5 in English & Maths	63.4%	39.2%	74.4%	25.8%
Entered for EBacc	64.35%	53%	45.6%	28.6%
EBacc APS	5.25	4.00	5.01	2.99

Key Stage 5

2025 KS5 Results	OPHS Non Disadvantaged	OPHS Disadvantaged	National Data (all students)	National Data Disadvantaged
Number of students	108	32	-	-
Average points per entry	35.81	35.91	35	XXX
Overall average grade	B-	B-	C-	XXX
ALPS Progress	2	1	-	-

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
CAT4 assessments	GL Assessments
Lexia Power Up	Lexia Learning Systems