

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	301
Proportion (%) of pupil premium eligible pupils	(111) 36.87%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Rob Gerrard
Pupil premium lead	Philip Lant
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,808
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
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>	£134,808

Part A: Pupil premium strategy plan

Statement of intent

At Oakbank School, we are committed to taking effective action to close the disadvantage gap in our community in Shinfield, Spencers Wood, Three Mile Cross and other surrounding villages and raising the achievement for students who are eligible for pupil premium. We strongly believe that socioeconomic background should not define our students' opportunities and we see ourselves as an important support network to help our students become the best versions of themselves. Our school upholds a genuinely inclusive approach in which all students access all aspects of the school day and our school is characterised by high expectations for **all** students; we guard against a culture of excuses or a lowering of expectations for our Pupil Premium students. We provide high quality teaching, clear systems for behaviour and rewards, and character development; in return we expect **all** students to work hard and be kind

We know that high-quality teaching in all subjects, including the teaching of reading, is particularly effective at supporting the accelerated progress of disadvantaged students. We focus on the delivery of powerful knowledge in subject areas, taught by subject experts in a structured fashion. We are working to ensure that barriers to accessing these lessons are removed. AndFor this reason, we prioritise high-quality professional development for all staff to secure exceptional teaching as the number one aspect for closing the disadvantage gap.

Achieving true inclusion for all means removing both logistical and financial barriers to full access to the school day. Our strategy ensures that all students, regardless of Pupil Premium status, can participate fully in the wider life of the school, including extracurricular activities and educational visits, and that they have the necessary school resources, thereby levelling the playing field outside of the classroom hours.

Finally, we ensure that our strategy aspires for high aspiration, and we prioritise community engagement, actively seeking and strengthening partnerships with local stakeholders and, most critically, families. This collaborative approach ensures that the support we provide is holistic, supporting the whole student and is reinforced beyond the school gates,

strengthening the wider ecosystem of support for our disadvantaged students in our community.

Underpinning everything is a strong moral imperative: our school, which has a history of underperformance, must provide a first-class education that rivals that of any other institution in the country. To ensure students can climb their own personal mountains and achieve on par with students across the country.

Challenges

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

Challenge number	Detail of challenge
1	Historic performance data from the school demonstrates a significant performance gap. Standard pass for both english and maths was -29.71% PP got 37.5% and non PP got 67.21% A8 for PP is down by 9.3%
2	Behaviour challenges impact our pupil premium students disproportionately Term 1: 121 Out 218 suspensions were PP students On average 236 behaviour events are PP compared to average of 514 Term 2 (to date 19/01/26): 14 out of 23 suspensions are PP To date there have been 102 negative events out of 233 have been for pupil premium students.
3	Disadvantaged students more likely to have day to day challenges in school as well as outside of school
4	Disadvantaged students are more likely to be behind in their reading when they start secondary school, according to research by the EEF and National Literacy Trust.
5	Attendance for disadvantaged students to be lower and they face more challenges attending school. Year to date PP 78.1%. School attendance 84.1%

6	Students may face difficulty ensuring they have the correct resources to be able to achieve within school. E.g correct uniform , equipment and access to resources.
7	Students have a lower cultural capital than their peers
8	Students from disadvantaged backgrounds may be more likely to be impacted by poor health, physically and mentally and are more likely to have a low ssense of wellbeing.
9	Pupils from disadvantaged backgrounds are more likely to be diagnosed with a special educational need or disability (SEND). Outcomes for students with SEND are also significantly behind those without: in 2024-25 the attainment 8 gap for students with SEND was down by 35.28%. A8 for SEND -15.54%

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
Outcomes for disadvantaged students are in line with, or better than, those who are not disadvantaged.	The following data comparisons show no difference between disadvantaged and non-disadvantaged students: ● GCSE results ● Progress in KS3 and year 10 end of unit assessments ● Homework completion ● Lesson Attendance ● Positive points ● Rewards offer
Students who are in receipt of pupil premium are not issued fixed term suspensions more than those who aren't	Suspension data and RfL referrals show no difference between pupil premium students and the rest of the school. Tracking shows that students have access to the correct support and interventions at the correct time to reduce risk of suspension or referrals.
Attendance for students in receipt of pupil premium is in line with students who are not	Attendance for the school is in line with the national average and there is no difference

	between the attendance of disadvantaged students compared to non-disadvantaged
All students access a high quality, academically rigorous curriculum taught by subject experts.	The same curriculum is accessed by all students, so students are not disadvantaged by having a 'good' or 'bad' teacher. Professional development supports high quality delivery by all teachers. Students who are significantly behind in reading and maths at KS3 are identified early for intervention.
Destinations for disadvantaged students in line with those who are not disadvantaged	Disadvantaged students go on to the same proportion of prestigious, rigorous post-16 qualifications as those who are not disadvantaged.

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: £ [35,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of rigorous evidence-based approach to teaching, using Rosenshine's principles of instruction	High-quality teaching is the most effective lever that we have for driving up the achievement of all students. Rosenshine's principles of instruction are a tried and tested method for doing this. Renshine's Principles	1, 2, 3, 9
Development of shared curriculum with explicitly	Curriculum is essential in ensuring that students have access to powerful	4, 9

teaching of key vocabulary, and knowledge organisers to accompany, through prioritisation of departmental planning time	knowledge that takes them beyond their lived experience. Ensuring that curriculum thinking is correct is critical because high quality teaching on the wrong content will not impact achievement or aspiration. The knowledge deficit. 2006. E. D. Hirsch Why Don't Students Like School. 2021. Dylan William Knowledge and the Future School. 2014. Michael Young.	
Recruitment and retention of excellent teachers	Quality of instruction - strong evidence of impact on student progress. The most effective is high quality day to day teaching Sutton Trust: What makes great teaching Making Every Lesson Count. 2015. Shaun Allison and Andy Tharby Teacher Toolkit: Cognitive Load Theory	1, 2, 3, 9
Regular low-stakes observation and feedback of staff members	Evidence suggests that observations in which staff members are judged or graded are less effective in improving teaching than frequent low-stakes observation of those staff members, with feedback and rehearsal. Get Better Faster. 2.0. 2025. Paul Bambrick-Santoyo.	1, 3, 4, 9
Professional Development programme for all staff, including collaboration with staff in schools across the trust	Highly skilled and supportive staff, teaching in a consistent manner, will be critical in ensuring all students make excellent progress. We recognise expertise exists across the trust so we draw on those networks to provide support where it's needed. EEF Effective Professional Development	1, 2, 3, 4, 9

Development of our strategy for SEND alongside PP, including use of pupil passports, effective deployment of TAs, SEND coffee mornings for parents/carers	43 out of 81 students are SEND and PP 53% of our students with SEND are also PP students. Our approach to supporting students with SEND is built-in not bolt-on, and involves ensuring we work closely with families and use TAs effectively to remove as many possible barriers to learning as possible. ResearchEd Guide to Special Educational Needs. 2021. Karen Wespieser.	9
Providing mini-whiteboard and pen free of charge to all students and equipment	Providing equipment to students and checking this each day ensures no disruption in lessons and 100% participation in low stakes quizzing and other learning activities. Ensuring mini-whiteboards are part of all lessons enables students to receive instant feedback and also for spaced learning and low stakes testing to be embedded routines. Sutton Trust: What makes great teaching	1, 9
Online learning platforms, e.g. Sparx Reader, Sparx maths and Sparx Science	These programmes allow us to link our homework closely to our curriculum which is important for student progress. They enable easy monitoring and follow-up from both parents/carers and teachers. Sparx Maths Impact EEF: Homework	1, 2, 4, 6

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

Budgeted cost: £ 40 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supported study time, including staffed homework clubs at lunch and after school	We know that many students in affluent areas access tutoring; we also know that many of our students do not have access to computers at home for their homework and may not have a calm, quiet environment in which to work. EEF: Homework	1, 2, 4,
Read Write Inc reading intervention	Research-led intervention Read Write Inc has been found to be highly impactful as a system for teaching students to read via synthetic phonics. Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2. (EEF)	1, 4, 9
Period 6, Champions' Hour and holiday school	Additional revision and lesson time with classroom teachers benefits disadvantaged students to a higher degree than non-disadvantaged and can help catch up from historical lower progress. Additionally, we are aware that in some areas a high proportion of students will access GCSE tutors and we aim to provide opportunities for this within school for those students who would not access this without our provision. UCL: School absences and pupil achievement EEF: Extending School Day	1, 2, 6
Tutor time reading programme	It has been estimated there is a 30 million word gap by the age of 3 for disadvantaged students (*US study) Our Tutor Time Reading Programme aims to rapidly improve all student's reading ages	1, 4, 7, 8

	whilst simultaneously introducing students to a carefully curated set of culturally important texts. It also provides a calm, safe, structured start to the day. The Early Catastrophe. American Educator. B Hart and T Risley. The Enchanted Hour: The Miraculous Power of Reading Aloud in the Age of Distraction. 2020. Meghan Cox Gurdon.	

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

Budgeted cost: £ [i64000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategies, including use of mini bus, attendance rewards, daily phone calls and investment in our attendance team	Attendance has a huge impact on achievement; there is a clear link between attendance and wellbeing. Our approach is holistic, encompassing ensuring students feel they belong at school and are safe, while also being data informed. It is our moral duty to ensure students attend school. EEF: Attendance Working together to improve attendance	5
Uniform and equipment	A lack of equipment and uniform can both be a barrier to attendance, a cause of bullying and a barrier to learning within lessons. By providing uniform and equipment we remove these barriers so students can focus on learning within all their lessons. EEF: Behaviour	1, 3, 5, 6

Student rewards, forming part of our behaviour policy and approach to attendance	A structure of rewards and sanctions underpins this ensuring learning is not disrupted and that positive learning behaviours are noticed and reinforced. Our Fun Friday initiative enables us to come together as a school each Friday to recognise and celebrate the hard work during the week. EEF: Behaviour Interventions	1, 3, 5, 7
Interventions with external providers to support behaviour (e.g. New Angle boxing and Jamie's Farm)	Some of our students require specialist support with their behaviour, mental health and wellbeing. We ensure these have a positive impact and help students integrate into school, rather than removing them from school. EEF: Behaviour Interventions	3, 5, 8
Pastoral support staff, including heads of year and inclusion manager	We invest in pastoral support staff, including heads of year, the team in RfL, attendance officer and mountain rescue staff. EEF: Behaviour Interventions	1, 3, 5
Careers programme, including university visits, external speakers, and careers events	We know that our area is impacted by low aspiration and a lack of social mobility and that targeted careers support and raising aspiration events can change this. EEF: Careers Education	2, 7
Development of exceptional enrichment programme, with varied range of activities for students to try	Involvement in extra-curricular activities can positively impact well-being, attendance, aspiration and academic achievement and has been found to be a strong lever for social mobility. Our students deserve access to extra-curricular provision that rivals that of elite private schools. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility	2, 3, 5, 7, 8
Mountain Rescue provision for students	There is evidence that CBT strategies are beneficial for students in school. There is	3, 5, 6, 8

requiring additional support (SEMH, attendance, behaviour, mental health and CBT), including additional ELSA training for staff members	also evidence that building a feeling of belonging can support students with attendance. We also know that many students require mental health support and that waiting lists for services such as CAMHS are long. EEF: Attendance Adolescent mental health: A systematic review on the effectiveness of school-based interventions Mental Health and Behaviour in Schools	
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Total budgeted cost: £ [i134000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our academic performance last year reveals a significant attainment gap for students from disadvantaged backgrounds compared to other students. A clear strategy is needed moving forward to ensure the gap is closed.

Our A8 was 40.85 but for Pupil Premium students it was 34.75. The national average A8 which is estimated at 34.9.

Oakbank School was taken over by Greenshaw Learning Trust in September 2025. The previous PP strategy has not done enough to improve outcomes for those students from disadvantaged backgrounds.

Externally provided programmes

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

Programme	Provider
NGRT Assessments	https://www.gl-assessment.co.uk/products/new-group-reading-test/
Exam Pro	www.exampro.co.uk
Sparx	https://sparx-learning.com/
Seneca	https://senecalearning.com/en-GB/

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year
N.A
The impact of that spending on service pupil premium eligible pupils
N.A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.