

Pupil Premium Statement Oakmoor School

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year, 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	Oakmoor School
Number of pupils in school	918
Proportion (%) of pupil premium eligible pupils	Total: 26% Y7: 28% Y8: 31% Y9: 25% Y10: 27% Y11: 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this updated statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nigel Wright, Headteacher
Pupil premium lead	Claire Conley-Harper Deputy Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£282,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year.	£282,685

Part A: Pupil premium strategy plan

Statement of intent

We are committed to removing barriers to learning, participation and belonging that students may face, in order to support them to achieve their very best. Oakmoor School serves a community of higher than national average levels of deprivation. This plan outlines how we will use our available resources to support students in drawing on their advantages, and overcoming the disadvantage that economic deprivation can cause.

Great teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support, such as literacy. A relentless focus on high quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our school. We will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve, supported through targeted data analysis and high-quality teaching.

Our strategy is planned in conjunction with Oakmoor's three-year strategic plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Overall attendance and figures for persistent absence continue to be a challenge since Covid, and are not yet in line with national averages. November 2025 YTD figures are 93.1% (above national) but PP attendance is at 86.3%, with the current Y11 at 89.3% (all) and 72.7% PP.
2	Behaviour: some significant behaviour challenges from a small number of students.
3	Literacy: significant numbers of students come to the school with writing and reading attainment below national expectation. In Y7 62 students did not achieve the expected score of 100 in reading, with 26 of these in receipt of Pupil Premium. 113 (60%) were below the national average of 106; of these there were 39 out of 52 PP students. Attainment and progress in English at KS4 is improving but there is still work to do across all subjects, particularly where the literacy demands are high.
4	Progress: progress needs to improve for all students, and particularly for PP students where there is an achievement gap. The gap between

	PP and non-PP students decreased in 2025, but we need to close this gap.
5	Aspirations: for some there is a lack of aspiration or knowledge of their options post-16. PP students have primary access to careers advisors for next steps support.

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.

Please note these outcomes and success criteria are in addition to those already identified in the school strategic plan which will benefit all learners.

Intended outcome	Success criteria
Improved attendance for all students, particularly our PP students.	<ul style="list-style-type: none"> PA rate for PP students will be in line with or lower than national averages. PP students will achieve or exceed attendance % in line with national averages. Increased parental engagement through home/school communications and visits. Attendance tracked and reviewed regularly with attendance lead, APLs, SLT.
Behaviour systems are well established, and enable positive behaviour changes for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> Stakeholder surveys show PP students and their families make positive references to student attitudes and behaviours. Behaviour incidents trigger levelled response/intervention involving parents/carers as appropriate. Identified students benefit from intervention through the engagement room and alternative provision on site.
Improved literacy levels so that all students, including PP students, are able to access the whole curriculum.	<ul style="list-style-type: none"> Identified students have successfully completed the reading intervention programme(s) and shown improvement in reading scores (accelerated progress from Y6/7). KS2/3 partnership working is established on reading, in order to support accelerated progress. CPD programme has a continued focus on reading and literacy, and all staff understand how this impacts disadvantaged students. Approaches to teaching literacy are embedded within the classroom, including effective use of reciprocal reading, effective vocabulary instruction, talk for literacy (2024-26). Tutor reading programme is in place, consistently delivered across all year groups. Positive feedback from students relating to the reading programme, increasing use of the library.
Progress and outcomes show the attainment gap is closing between disadvantaged students and their non-disadvantaged peers.	<ul style="list-style-type: none"> PP students to achieve, or exceed, 4+ basics in line with national average for all students. PP students to achieve Progress 8 in the second quintile or higher compared to similar schools. PP students to achieve or exceed, ATT8 averages, in line with national averages for all students.
The extra-curricular and careers programme raises aspirations and	<ul style="list-style-type: none"> Engagement of PP students in extra-curricular activity is monitored and barriers are removed wherever possible.

demonstrates the value of education for all students, and PP students' engagement with this is high.	<ul style="list-style-type: none"> • 90% of PP students participate in extra-curricular or house events. • Careers programme includes early careers advice for identified students. • NEET figures for PP are in line with, or lower than, national average.
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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: **2025 - 26** **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Plan Priority 1		
<p>Consistency in teaching and learning: Continued focus on Oakmoor principles of teaching and learning through CPD programme, self-improving school cycle of monitoring and self-evaluation. Supplement CPD budget to enable targeted CPD; potential cost of Lead Practitioner training. Staff coaching programme in place with formalised approach and increased number of coaches with time for this activity.</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' (EEF)</p>	4
<p>SEND: Research and CPD focus on partnership working with TAs and teachers, in order to improve our ordinarily available inclusive provision for all students. (Trust research project; twilight/staff meeting CPD)</p>	<p>EEF report 'Making Best Use of Teaching Assistants'.</p>	4
<p>Literacy: Literacy CPD to revisit reciprocal reading – training established as part of induction programme; revisit disciplinary literacy and vocabulary instruction. Maintain high focus on literacy through INSET, Curriculum HoDs programme. Purchase dept literacy-based resources. Purchase final set of texts for Oakmoor Reading Programme. Consultancy model literacy lead and NLT.</p>	<p>EEF Guidance Report: Improving Literacy in Secondary Schools. Recommendation 3 (EEF report) Recommendations 1 & 2 (EEF report)</p>	3 4

SPARX reader for year 7 homework, currently being trialled in English.		
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Targeted academic support (eg tutoring, one-to-one, structured interventions)

Budgeted cost: **2025 - 26** **£135,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Plan Priority 1		
Literacy assessment and targeted intervention with Academic Mentor. This targets students with the lowest reading attainment on entry in year 7, and continues into later years as appropriate.	Evidence of progress across the cohorts from 2022-23, including several years' increase in reading age for some students. Ongoing assessment shows improvements in reading and provides data to inform other intervention. Positive evaluation of programme by NLT consultant 2023.	3
Reading Fluency Programme Herts for Learning	EEF project – evidence has shown average of 18 months progress in reading comprehension age. Impact seen already in another Hampshire school. Early impact shown in trial autumn 2025, in terms of students' confidence in reading.	3
Exam resilience programme for identified students. Additional TALA training.	Improved determination from Y10 mocks to Y11 mocks for targeted students.	4
Exam literacy intervention for identified students.	Non-completion of exam papers and lesson truancy is presenting less, and mock refusal has decreased significantly. Lesson truancy and exam nerves/increasing anxiety in year 11 remains an issue, which this intervention helps to address.	4
Homework – securing accessibility of homework for all. Implementation of Sparx across core subjects at KS3. Review of homework across foundation subjects, with a specific focus on securing accessibility for economically or educationally disadvantaged students.	Research into effective homework in other schools, ensuring homework reinforces key skills in numeracy and literacy. Importance of retrieval practice to support long term memory and revision for GCSEs. Trial Carousel for homework in foundation subjects (Comp Sci, History, Geography and PE).	4
Strategic Plan Priority 2		
Recruitment of university student interns to support student self-regulation and self esteem.	Consistent access to reset walks throughout engagement rota, support students to learn co and self-regulation (behaviour priority in SEF)	2, 5

	Significant positive impact on behaviour across the school and lesson attendance.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 2025-26 **£82,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer in post. Increased home visits for students with persistent absence. Visits to other schools and Attendance Hub to identify new and effective ways to continue to improve attendance. Uniform fund to remove barriers to regular attendance.	Work on this so far in the last two years has significantly improved attendance overall. DfE's Improving School Attendance advice. EEF work on attendance – ongoing.	1
KS4 champion in post to drive forward revision programme.	Development of approach 2024-25, including assemblies, revision preparation, confidence and work ethic of year group 2024. This continued in 2025. Programme further developed for 2025-26.	4
Internal exam preparation enhanced by inspirational speaker at the beginning of the year.	Positive feedback from students around external speakers and motivation.	4, 5
Revision materials to ensure all students are able to take the 3 step approach to revision. Funding for revision guides where needed.	Effective revision techniques from Elevate programme and other sources.	4, 5
Extra- curricular programme including ensuring access to trips and activities for PP students. Trips fund.	EEF toolkit – Arts Participation +3 months progress; outdoor learning +4 months progress.	5
Breakfast club.	EEF research on breakfast clubs up to +2 months.	1, 2, 4

Total budgeted cost: £282,000

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 2024-25 academic year.

Oakmoor Reads (tutor reading programme) was fully resourced and implemented across all 5 year groups 2024-25. This is being further embedded 2025-26, with monitoring and support to secure consistency of delivery.

There is far greater consistency in behaviour for learning, lesson starts and application of the behaviour policy. Visitors comment that the school is very calm, lessons are not disrupted and students' behaviour is excellent. CPD on T&L continues to focus on securing the involvement of all students, with further development on checking for understanding, formative assessment and adaptive teaching.

Students in year 11 were again able to approach their exams with resilience. Outcomes improved in a number of subjects, particularly at 5+ and 7+, despite the year group having lower prior attainment than 2024. The outcomes for PP students still show a significant gap when compared with non PP, reflecting the national picture, but showing there is still work to do to reduce this gap.

Literacy intervention achieved significant improvements, including several years' increase in reading age for identified students. Ongoing assessment shows improvements in reading and provides data to inform other interventions.

The ongoing and comprehensive work on attendance has led to significant improvement. Overall attendance in November 2025 is 0.9% up compared with November 2024. This was following a 4% increase from 2023. Pupil Premium attendance is down slightly compared with last year (-0.9) but the gap is beginning to close compared with the national figure.

We have increased our extra-curricular offer and we are now able to more effectively monitor attendance by students in receipt of pupil premium. This has enabled us to utilise some funding to support students in course related and extra-curricular trips. To illustrate this, over the course of the autumn term 2025-26 there have been 928 extracurricular bookings, on a range of enrichment activities. Of these, 266 were for PP students.

Our Careers provision has improved significantly and all PP students are now offered two face to face appointments, one in Y10 and one in Y11; the majority of these are utilised. Links with colleges have been developed further and PP students are approached first, alongside SEN, to access the smaller college trips. One to one support is also provided as needed to support college applications for PP students.