

## Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Oak Hill Academy
Number of pupils in school	476/ 480
Proportion (%) of pupil premium eligible pupils	120 (25.2%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Aine Linney Executive Principal
Pupil premium lead	Mrs Megan Cronin Assistant Principal for Inclusion/SEND/CO
Governor / Trustee lead	Mrs Mandy Lancy Regional CEO

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,055
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	£176,055

## Part A: Pupil premium strategy

### Statement of intent

The intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. We want them to develop into well rounded individuals. The aim is to close the gap between disadvantaged pupils and the rest of the cohort and for their progress to be accelerated. We aim for our pupil premium children to have experiences in line with their peers and for there to be no barriers to their learning.

Our Pupil Premium Strategy Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to achieve academic success.

Our ultimate objectives are to:

- to remove barriers to learning created by poverty, family circumstance and background
- narrow/close the attainment gap between disadvantaged pupils and non-disadvantaged pupils in school in line with national data
- ensure all disadvantaged pupils are able to read fluently and with good understanding to enable them to access the breadth of our curriculum offer in KS2
- enable disadvantaged pupils to look after their social and emotional wellbeing and to develop resilience and independence
- to reduce the numbers of disadvantaged pupils absences and PA to ensure it is in line with national data and in line with their peers.

In order to achieve our objectives and overcome the identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, and 1:1 interventions as needed
- target funding to ensure that all pupils have access to trips, residential and first hand learning experiences to develop their cultural capital experience
- provide opportunities for all pupils to participate in enrichment activities including sport and creative arts
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate identification of pupils in need of support, to enable us to act swiftly by putting in place a targeted intervention to enable pupils to progress in line with national data
- ensure that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, adaptations are made to ensure they can access the curriculum and progress.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify pupil premium pupils and will

plan specific intervention and support for individual pupils based on observations and assessments which will be reviewed at least termly.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is lower than their non-disadvantaged peers. Our assessment and monitoring indicates that there was a gap in the expected standard of RWM between disadvantaged pupils and their non-disadvantaged peers. We want to close this gap by the end of 2024.
2	Our internal observations indicate that for some disadvantaged pupils their emotional well-being, social and behavioural needs affect their ability to make progress.
3	Internal observations have shown that we need a higher level of support for our pupils with multiple vulnerabilities (Disadvantaged and SEND).
4	To achieve improved attendance and levels of persistent absence for disadvantaged pupils and pupils with SEND.
5	To improve the enrichment opportunities of our most disadvantaged and vulnerable pupils through our engaging curriculum, providing cultural capital and life chances such as external visits, trips and experiences.
6	To improve parental engagement linked to supporting pupils learning at home.

## 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
To ensure our disadvantaged pupils continue to progress and attain in line with their non-disadvantaged pupils in combined reading, writing and maths at expected and greater depth.	KS2 outcomes for disadvantaged pupils are at least in line with national expectations in reading, writing, and mathematics combined. In 2023/24, KS2 combined RWM, will show the percentage of disadvantaged pupils will meet the expected standard in line with FFT20 estimates for expected and expected plus.
To improve and sustain the wellbeing of all pupils, particularly the disadvantaged pupils' social, emotional and mental health.	Pupils' wellbeing needs are met and supported to ensure they are ready for learning. Disadvantaged pupils making rapid progress in small group interventions. Data from pupil voice demonstrates improved wellbeing of disadvantaged pupils.



	Pupils have better relationships with others and are more ready to learn.
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To give a higher level of support for our pupils with multiple vulnerabilities (Disadvantaged and SEND) as identified by our internal observations.	Assessment data shows a marked improvement in the progress of SEND pupils and disadvantaged pupils. TAs and LSAs are highly trained in adapting the curriculum to provide activities.
To raise and achieve sustained improvement in attendance for all pupils, particularly disadvantaged pupils.	Overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged pupils is not more than 2% Persistent absenteeism is below 8% and the figure amongst disadvantaged pupils is not more than 2% higher than their non-disadvantaged peers. Data will indicate an increased proportion of parent/carer engagement with school regarding attendance and punctuality.
To widen the world of disadvantaged pupils' cultural capital through greater opportunities to experience a wider variety of cultural activities including clubs, trips and visits.	Children's experiences raise aspiration and awareness of opportunities, events, people and places within and beyond their immediate locality. Significant increase in percentage of disadvantaged pupils participating in enrichment activities such as, school clubs, school trips, residential and enrichment activities throughout the year as evidenced by data.



To improve parental engagement linked to supporting pupils learning at home.

When schools establish trusted relationships with parents and pupils, children believe that school is important, parents feel trusted, and teachers are supported to teach at their best. Simply - we all achieve more.

<https://www.headteacher-update.com/best-practice-article/the-four-pillars-of-parental-engagement-schools-families-1/241453/>

Parental engagement has a positive impact on average 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider what support you can give to parents to ensure home learning is of high quality.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>

## 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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a more consistent approach to the teaching of phonics so more pupils make sustained progress.</p> <p>Continuation of the delivery of a discrete phonics lesson to accelerate the progress of pupils who enter Year 3 and have not passed the Phonic Screening Check.</p>	<p>Research tells us that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1 / 3
<p>Provide CPD on high quality inclusive teaching for all pupils to support and embed the Aspirations No Limits Curriculum</p> <p>Support for ECTs in identification, provision and assessment of the disadvantaged children in their class</p> <p>We will fund teacher CPD and release time to embed the key elements of the transdisciplinary learning approach to ensure all work is suitably scaffolded and challenging to meet the needs of all learners.</p>	<p>Research tells us that high quality teaching is pivotal in improving children's outcomes.</p> <p>Effective professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality Assurance of Teachers Continuing Professional Development.pdf</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2 Literacy Guidance 2017.pdf</a></p>	all

<p>Provide CPD on high quality inclusive teaching for all pupils, including disadvantaged pupils with SEND to further develop an understanding of pupils needs.</p> <p>Provide CPD for staff on how to adapt activities to provide an inclusive teaching and learning environment for all.</p> <p>Provide support for ECTs by providing 2 years of professional development designed to help early career teachers develop practice, knowledge and working habits.</p>	<p>Provide guidance on how participants can adapt professional development. Adaptations should be made with the needs of the pupils at the forefront of planning and delivery.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-report/s/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-report/s/effective-professional-development</a></p> <p><a href="https://www.gov.uk/government/publications/induction-for-early-career-teachers-england">https://www.gov.uk/government/publications/induction-for-early-career-teachers-england</a></p>	1/3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in class</p> <ul style="list-style-type: none"> <li>- in the moment feedback</li> <li>- peer-peer coaching</li> </ul>	<p>Small group tuition is most likely to be effective if it is targeted at pupils's specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Peer tutoring is most effective when used to review or consolidate learning, rather than introducing new material.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	all



Daily Afternoon PIXL intervention Pre learning activities (08:40am with a TA) Over learning activities (pm with a TA)	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1/3/4
Employ a Speech and language Therapist to ensure disadvantaged pupils' speech, language and communication skills allow them to achieve their educational potential.  SALT to provide training to TAs / LSAs so they can identify the signs of speech, language and communication needs in disadvantaged pupils and support them to ensure the pupils will achieve in line with their peers.  SALT to work directly with identified	We have more evidence than ever before demonstrating the direct impact of Speech, Language and Communication Needs (SLCN) on children's life chances.  Just 15% of young children with SLCN achieved the expected standard of reading, writing and mathematics at the end of their primary school years, compared with 61% of all pupils.  Only 20.3% of children with SLCN gained grade 4/C or above in English and Maths at GCSE, compared with 63.9% of all pupils.  Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood.  60% of young offenders have low language skills.  <a href="https://www.bercow10yearson.com/wp-content/uploads/2018/04/Bercow-Ten-Years-On-Summary-Report-.pdf">https://www.bercow10yearson.com/wp-content/uploads/2018/04/Bercow-Ten-Years-On-Summary-Report-.pdf</a>	1/3/4



disadvantaged pupils and their families to develop personalised strategies to support a child's individual needs.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Sec-ond-edition.pdf">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Sec-ond-edition.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Provide Phonics interventions to systematically teach pupils the relationships between sounds and the written spelling patterns that represents them.	<p>The teaching of phonics should be matched to children's current level of skill. Phonics improves the accuracy of the child's reading but not their comprehension. It is important that reading, including comprehension, is taught explicitly.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1/3/4

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

Budgeted cost: £44,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve parental engagement by:</p> <ul style="list-style-type: none"> <li>- inviting parents to take an active part in the parents forum</li> <li>- inviting parents to curriculum workshops, for example in 'how to teach your child reading' and 'how to do maths'.</li> </ul>	<p>There is evidence that personalised messages linked to learning can promote positive interactions between school and home.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> <p>Review of best Practice in Parental Engagement – DfE Research Report</p>	6
<p>To provide:</p> <p>Art Therapy groups for SEMH</p> <p>Social skills groups for SEMH</p> <p>Play Therapy - Cocoon Kids</p> <p>Provide emotional support for disadvantaged pupils and vulnerable pupils</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or math scores.</p> <p>.</p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1/2/3/4/5/6



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| <ul style="list-style-type: none"><li>- Zones of regulation</li><li>- Outreach from The Bridge</li><li>- Introduction of Calm Classrooms</li><li>- Introduction of Sensory Circuits</li><li>- Training for TAs on ELSA</li><li>- Calm/Quiet spaces developed</li><li>- P</li></ul> |  |  |
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Parent Liaison Officer to work with disadvantaged families to enable pupils to have full access to educational opportunities and overcome any identified barriers to learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</a>	
<p>To monitor the attendance of disadvantaged pupils to ensure they are attending school in line with their peers and in line or above national data.</p> <p>To identify disadvantaged pupils whose attendance is a concern including disadvantaged pupils who are in persistent absence. These pupils are to be offered free spaces at Acorns to Oaks Breakfast club.</p> <p>Further develop work with parents and carers to promote good attendance and help remove barriers to attendance.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gap.</p> <p>There is evidence that supporting parents with their first child will have benefits for siblings.</p> <p>There is evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1/2/3/4/6
To support disadvantaged children to access Cultural Capital enrichment opportunities and after school clubs by removing barriers to allow pupils to access and understand the wider curriculum and the wider world.	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically.</p> <p>Within education, we aim to reduce and in time eradicate inequality. Some pupils have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access. School needs to fill the gaps that disadvantaged pupils have.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	5
To train two Teaching Assistants on the Emotional Literacy Support Assistant	<p>This will build capacity within school to support children's emotional and social wellbeing.</p> <p>Children whose emotional needs are</p>	1/2/3/4/5/6



programme.	met, learn and engage better at school. There is evidence to show that the ELSA intervention can have a positive impact on the wellbeing of vulnerable pupils and supports the whole school to better understand their needs.	
To provide training for all staff in supporting	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and emotional	6

children's mental health and wellbeing. Identify, purchase and share further resources to effectively deliver wellbeing and mental health education. Develop children's emotional literacy.	learning (SEL) skills than their more affluent peers. Lower SEL skills are linked with poorer mental health and lower academic attainment. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
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**Total budgeted cost: £176,055**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes (2022-23)

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Oak Hill Academy's 2022 - 2023 PPG Allocation was £172,436

Aim	Outcome				
To improve attainment and progress amongst disadvantaged pupils across the curriculum, with a focus on reading, writing and mathematics.	<b>End of KS2 Outcomes Year 6</b>				
	<b>Attainment</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM</b>
	<b>PP</b>	83/47%	86/37%	89/31%	75/14%
	<b>Non-PP</b>	83/46%	78/39%	87/48%	74/27%
	<b>All</b>	83/46%	80/38%	88/43%	74/23%
	<b>Progress</b>				
	<b>PP</b>	2.2		3.1	
	<b>Non-PP</b>	-0.3		2.3	
	<b>All</b>	0.4		2.5	
	<p>There was no significant difference between PP and non-PP in their attainment in Reading, Maths and RWM at <b>expected</b> level. The non-PP pupils achieved better in writing and this will continue to be a focus in 2023/24.</p> <p>There was no significant difference between PP pupils and non-PP achievement in <b>GD</b> reading. They scored 2% below in <b>GD</b> writing.</p> <p>GD math will be a focus in the next academic year and this will impact on a more positive outcome for PP pupils in RWM at the end of KS2 2024.</p>				



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<p>To improve and sustain the wellbeing of all pupils, particularly the disadvantaged pupils' social, emotional and mental health.</p>	<p>Internal monitoring, Trust monitoring and our recent Ofsted Inspection (March 2023) evidence that pupils are using the strategies given to regulate their own behaviour. Pupil voice throughout the year indicates that pupils know there is a trusted adult in school who can help them if necessary.</p> <p>The whole school wellbeing curriculum is fully embedded and gives pupils age appropriate strategies to improve their wellbeing. Half-termly wellbeing days continue to be a success with pupils and staff and are now embedded into school practice helping pupils to develop healthy habits that improve their overall wellbeing and create positive environments.</p> <p>Outreach programmes (Play Therapy, Social Groups &amp; Art Therapy) are available for specific pupils, allowing them to understand their own feelings and thoughts. This emotional support has enabled the pupils to be more successful.</p> <p>There is no low level disruption evident in teaching and learning sessions, as evidenced by SLT, SLMT, Trust Monitoring and Ofsted Inspection.</p> <p>95% of pupils feel safe and happy in school- Summer Survey 2023.</p> <p>94% of parents feel their children are happy and safe, and that their child is very well looked after at school- Summer Survey 2023 &amp; Ofsted Inspection March 2023..</p>
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To give a higher level of support for our pupils with multiple vulnerabilities (Disadvantaged and SEND) as identified by our internal observations.	<p>Early identification of pupils with multiple vulnerabilities by the Assistant Principal for Inclusion and class teachers allows a targeted intervention programme to take place. Gaps are identified and small group interventions in lessons aided by a TA ensures that pupils are confident to complete tasks and activities to support their learning and progress. Tasks are adapted and learning is scaffolded to ensure progress takes place for targeted pupils. SNAP assessments outline how teachers and parents can support their child in the areas for improvement - these are circulated and monitored.</p> <p>Transition programmes are facilitated for pupils to visit Secondary Schools, with a personalised pack formulated to aid their transition (KS1 - KS2, KS2 - KS3).</p> <p>End of year data as outlined above shows that this intervention programme is successful and closed the gap between PP and non-PP by the end of year 6.</p>																					
To raise and achieve sustained improvement in attendance for all pupils, particularly disadvantaged pupils.	<table><tr><th colspan="3">Attendance 2022/2023</th></tr><tr><th>Group</th><th>Attendance</th><th>Persistent Absence</th></tr><tr><td>All</td><td>94.43%</td><td>11.36%</td></tr><tr><td>PP</td><td>90.77%</td><td>29.55%</td></tr><tr><td>Non-PP</td><td>95.62%</td><td>5.3%</td></tr><tr><td>SEND</td><td>91.35%</td><td>18.92%</td></tr><tr><td>Non-SEND</td><td>95.26%</td><td>9.35%</td></tr></table> <p>Attendance has continued to be a challenge particularly persistent absence for PP pupils. This is a national issue and we will continue to work closely with families involved to close the attendance gap between PP and Non-PP persistent absence.</p>	Attendance 2022/2023			Group	Attendance	Persistent Absence	All	94.43%	11.36%	PP	90.77%	29.55%	Non-PP	95.62%	5.3%	SEND	91.35%	18.92%	Non-SEND	95.26%	9.35%
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To widen the world of disadvantaged pupils' cultural capital through greater opportunities to experience a wider variety of cultural activities including clubs, trips and visits.	<p>We are an inclusive school and <b>all</b> pupils are included in School Education. A wide range of free clubs are available for all pupils. Our active promotion of these clubs, specifically for PP pupils has worked and 75% of our PP pupils attend clubs either at lunch time or after school adding to their cultural experiences. Trips and experiences 'above and beyond' the regular curriculum provision are provided for disadvantaged pupils. 90% of our disadvantaged pupils attend Visits/Trips.</p>																					
To improve parental engagement linked to supporting pupils learning at home.	<p>Our focus on promoting parental engagement linked to supporting pupils learning at home has been a great success. Attendance at our coffee mornings, workshops and information sessions, targeting parents of children from vulnerable families has doubled this academic year.</p> <p>Three parent/teacher meetings are held and vulnerable families are targeted, additional times are available to suit parents. Attendance</p>																					



	<p>at these meetings is between 85-90% and any parent/carer who cannot make it is contacted and a telephone conversation or an after school meeting takes place instead.</p> <p>Our new intake of Year 3 parents are very appreciative and complimentary of the English &amp; Maths workshops provided, led by Subjects Leads, giving advice to parents on how to support their children with homework.</p> <p>Positive feedback from the Parent Forum is evidence of the success of the parental engagement initiative. 95% of parents think that school is well led and managed (Summer Parent Survey 2023).</p>
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### 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
Art Therapy	Helen Griffiths



**Oak Hill Academy**  
**West London**  
an Aspirations Academy