

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Oathall Community College
Number of pupils in school	1109
Proportion (%) of pupil premium eligible pupils	15.36%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022
Date this statement was published	21/12/2021
Date on which it will be reviewed	30/09/2022
Statement authorised by	Mr E Rodriguez, Headteacher
Pupil premium lead	Mr T Houghton, Deputy Headteacher
Governor / Trustee lead	Mrs B Brown, Vice Chair of governing body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,617
Recovery premium funding allocation this academic year	£24,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£174,412

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Oathall is that all students, irrespective of their background or the challenges they face, make excellent progress throughout their five years here. We expect them to secure the knowledge and skills needed to achieve the very best academic outcomes possible so that they can progress on to appropriate courses after they leave Oathall. Alongside this they will engage with enriching opportunities that aim to maximise their personal development and cultural experiences.

Our pupil premium strategy acknowledges that many disadvantaged students face additional challenges when it comes to achieving the objectives set out above. The strategy sets out an approach to support them in overcoming these challenges so that they can all be as successful as their non-disadvantaged peers. Ensuring that all students have very good attendance is a primary focus. Developing staff so that students have high quality teaching in all lessons, based upon a detailed understanding of each students' current levels of attainment will have the greatest impact on the outcomes of all students, particularly the disadvantaged. A specific focus on improving literacy skills so that students have better reading comprehension will have a positive impact across the curriculum and also contribute to increased self-esteem.

There is no doubt that the pandemic has had a disproportionately large and negative impact on how well disadvantaged students have learnt. In addition to high quality teaching, targeted interventions are needed to compensate for gaps in learning that have been identified. These include access to the National Tutoring Program and also developing strong school-led tutoring.

Some disadvantaged students struggle to engage with the more challenging aspects of lessons and, beyond this, to set out clear plans for their post-16 education and training. A focus on engagement and metacognitive strategies aims to involve them more actively with the learning process. All students have careers support that support them in planning for their futures.

Ensuring that disadvantaged students do as well as their peers is central to our work at Oathall. The strategies set out in this document are linked to key actions in the college development plan and are reviewed through our self-evaluation processes. This allows us to judge how effective they have been and refine these strategies to further their impact.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that all disadvantaged students have very good attendance. Our attendance data demonstrates that disadvantaged students routinely have lower average attendance than non-disadvantaged students. This is negatively impacting on disadvantaged students' progress.
2	Disadvantaged students arrive in year 7 with lower average levels of attainment than their non-disadvantaged peers. Assessments (KS2 tests, MidYIS / CATs) demonstrate a significant gap between disadvantaged and non-disadvantaged students in their prior attainment and baseline ability.
3	Literacy skills of disadvantaged students on entry to the school are lower on average than other students, which hinders access to the curriculum and suppresses progress in Year 7 and onwards. These lower levels of reading comprehension negatively impacts across all subjects.
4	Observations and student feedback suggest many lower attaining disadvantaged students do not engage with challenging tasks and metacognitive strategies are not readily used to reflect on and improve learning.
5	To raise the aspirations of disadvantaged students so that they have clear further education, training and career pathways and choices.
6	Engagement with home learning during the pandemic was noticeably lower for many disadvantaged students resulting in them being behind in their learning upon return. This has placed a greater emphasis on the recovery curriculum for these students.

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
Achieve and sustain very good attendance for our disadvantaged students.	Overall attendance 96.4% with no difference between disadvantaged and non-disadvantaged students.

<p>Disadvantaged students with low prior attainment receive early interventions that rapidly raise their levels of attainment in year 7.</p>	<p>Assessment data demonstrates that disadvantaged students with low prior attainment make rapid progress.</p>
<p>High levels of literacy including improving reading ages among disadvantaged pupils across school, specifically focusing on those pupils below their chronological reading age.</p>	<p>Accelerated Reader tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Disadvantaged students actively engage in challenging tasks in lessons and use metacognitive strategies to reflect on how they have learnt.</p>	<p>Observations show that disadvantaged students are confident learners with positive attitudes to learning. Work in books shows a high level of challenge and resilience, where students are not afraid to make mistakes. Discussions with students demonstrate that they understand how they can continue to improve their learning.</p>
<p>Disadvantaged students have high aspirations and develop a clear understanding of the importance of having plans for the future. This will result in them having clearly defined progression routes from Oathall to further education, employment or training.</p>	<p>All disadvantaged students have applications in place for further education, employment or training before they leave Oathall.</p>
<p>Gaps in learning due to poor engagement with home learning are effectively addressed so that all students make good progress throughout the year.</p>	<p>Assessment data and observations demonstrate good progress made by students identified as not engaging well with home learning.</p>

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Learning to develop literacy across the curriculum	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	3
Ongoing focus on high quality teaching supported by a rigorous Continuing Professional Learning programme and appraisal cycle.	<p>Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes'. This has been identified as a key principle in the EEF Guide to the Pupil Premium.</p> <p>Teaching metacognitive strategies will help pupils to think about their own learning more explicitly. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 6
Purchase and administer standardised diagnostic testing	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2, 3
Faculty capitation has 10% allocated to disadvantaged students to support learning.	<p>This allows faculties to provide additional / free resources (such as revision guides) for disadvantaged students.</p>	4, 6

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutoring in English and Maths (National Tutoring Program)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4
School led tutoring in English and maths, including training for non-teachers	As above and: Small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4
Pupil Premium mentoring and profiles - Y8 trial	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2, 4, 5
Small group literacy and numeracy intervention for KS3 students that join with low standardised test scores	Reading comprehension strategies are high impact...effective diagnosis of reading difficulties is important in identifying possible solutions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3
Accelerated reader scheme for Y7,8 & 9	As above.	2, 3

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number
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Employ a full time careers advisor who conducts interviews with all students to support post-16 progression	Careers education, a mixed picture. Ofsted	5
Staffing structure in pastoral support provides capacity to intervene with poor attendance and support student wellbeing.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance	1, 5
Breakfast club	As above	1
Establishing the Albemarle provision to promote inclusion.	As above	1, 2, 5, 6
Funding for enrichment activities, trips, equipment, musical instrument lessons for disadvantaged students.	Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate. At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Life skills and enrichment	5

Total budgeted cost: £174,000

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 2020 to 2021 academic year.

	Current attainment – an analysis of the 2021 GCSE exam results	
	Pupils disadvantaged at Oathall	Pupil non-disadvantaged at Oathall
Progress 8 score average	-0.14	0.73
Attainment 8 score average	38.62	54.49
% achieving 5 or above in English and mathematics	21	57

Externally provided programmes

Programme	Provider
MidYIS Secondary school assessment	CEM
Accelerated Reader	Renaissance
NGRT Reading tests	GL Assessment

