

## 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 for the 2022 to 2023 academic year.

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	1191
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 - 2024/2025
Date this statement was published	14/12/2022
Date on which it will be reviewed	29/09/2023
Statement authorised by	Mr E Rodriguez, Headteacher
Pupil premium lead	Ms L Griffiths, Assistant Headteacher
Governor / Trustee lead	Mrs R Chalk, Chair of governing body

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,965
Recovery premium funding allocation this academic year	£23,327
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,353
<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	£215,645

## 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 and we continue to develop our strong school-led tutoring programme.

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 assists 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. In the year 2021/22 disadvantaged students' absence figures were notably higher 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 / Exact ) demonstrate a significant gap between disadvantaged and non-disadvantaged students in their prior attainment and baseline ability. End of KS2 PP scaled scores are on average 6 points lower than non PP peers for GPVS and Reading, and 4 points below for Maths. The overall MidYIS gap between PP and non PP peers is 9 points.
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. Exact testing shows that spelling, word recognition and reading accuracy have a PP gap of 9, 8 and 7 standardised points respectively.
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	To improve engagement with the parents of disadvantaged students. For example our parents evening data demonstrates that attendance for such events is lower for disadvantaged 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.

Challenge number	Intended outcome	Success criteria
1	Achieve and sustain very good attendance for our disadvantaged students.	Overall attendance 95% with no difference between disadvantaged and non-disadvantaged students.
2	Disadvantaged students with low prior attainment receive early interventions that rapidly raise their levels of attainment in year 7.	Assessment data demonstrates that disadvantaged students with low prior attainment make rapid progress.
3	High levels of literacy including improving reading ages among disadvantaged pupils across school, specifically focusing on those pupils below their chronological reading age.	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.
4	Disadvantaged students actively engage in challenging tasks in lessons and use metacognitive strategies to reflect on how they have learnt.	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.
5	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.	All disadvantaged students have applications in place for further education, employment or training before they leave Oathall.
6	Parents of our disadvantaged students engage with their child's education in a positive way. They will be aware of extra-curricular opportunities available alongside having an up-to-date knowledge of how their child is performing in school.	Attendance at parents evenings is in line with their non disadvantaged peers.

## 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: £107,822

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:  <a href="#">Improving Literacy in Secondary Schools</a>                      Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p>	3
Ongoing focus on high quality teaching with the added launch of a whole school approach to teaching standards 'every lesson, every day'. 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 <a href="#">EEF Guide to the Pupil Premium</a>.</p> <p>Teaching metacognitive strategies will help pupils to think about their own learning more explicitly. <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4
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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>  <a href="https://www.lended.org.uk/case-study/supporting-student-wellbeing-with-the-pupil-attitudes-to-self-and-school-survey/">https://www.lended.org.uk/case-study/supporting-student-wellbeing-with-the-pupil-attitudes-to-self-and-school-survey/</a></p>	2, 3
Purchase additional learning resources.	This allows faculties to provide additional / free resources (such as revision guides) for disadvantaged students.	4, 6

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

Budgeted cost: £53,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring in English and maths, including training for non-teachers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 4
Pupil Premium mentoring and profiles	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	2, 4, 5, 6
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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 3
Accelerated reader scheme for Y7,8 & 9	As above.	2, 3

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

Budgeted cost: £53,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time careers advisor who conducts interviews with all students to support post-16 progression	Ofsted inspections recognise the importance of high-quality careers education. <a href="#">Careers education, a mixed picture. Ofsted</a>	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. <a href="#">Improving School Attendance</a>	1, 5, 6
Breakfast club	As above	1, 6
Establishing the Albemarle provision to promote inclusion.	As above	1, 2, 5
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. <a href="#">Life skills and enrichment</a>	5, 6
Contingency funds for exceptional issues	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £215,645**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Using key stage 4 performance data and other quality assurance reviews we have analysed the performance of our school's disadvantaged pupils in the 2021 to 2022 academic year.

	<b>Current attainment – an analysis of the 2022 GCSE exam results</b>	
	Pupils disadvantaged at Oathall	Pupil non-disadvantaged at Oathall
Progress 8 score average	-0.77	0.42
Attainment 8 score average	32.99	54.67
% achieving 5 or above in English and mathematics	19	58

Although the DFE has discouraged comparison of school's performance data, we have compared our results to national figures to help measure the performance of our disadvantaged students. The national Progress 8 score for disadvantaged pupils was  $-0.55$  and for non-disadvantaged pupils it was  $0.15$ .

Key stage 4 data indicates that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. The gap for the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils is a concern and is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Absence among disadvantaged pupils was 6.7% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

KS2 scaled scores are on average 6 points lower for disadvantaged students compared to their non-disadvantaged peers for GPVS and Reading, and 4 points below for Maths. Year 7 Midyis testing reiterates this gap. We therefore have a focus on improving these outcomes with targeted intervention amongst our year 7 students.

Our internal quality assurances have revealed a need to improve the participation of low attaining disadvantaged students in the classroom, with a particular focus on challenge and high aspirations. With the whole school launch of 'every lesson, every day' and continued professional learning we aim to tackle this issue.

There is a strong desire to improve the communication between home and school. We aim to promote Oathall as an easy to reach school with high parental engagement at events such as parents evening.



Our current data suggests our objectives are not being fully achieved. We have therefore amended them in the actions stated above to address this.

Externally provided programmes

<b>Programme</b>	<b>Provider</b>
MidYIS Secondary school assessment	CEM
Accelerated Reader	Renaissance
Exact	GL Assessment