

## 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	1337
Proportion (%) of pupil premium eligible pupils	15.5%
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)	2025/2026 - 2028/2029
Date this statement was published	05/12/2025
Date on which it will be reviewed	16/11/2026
Statement authorised by	Mr T Houghton, 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	£215240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£215240

## 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 students 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 maximize 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.

Increasing school engagement and implementing targeted early intervention for those students who are at risk of EBSA is crucial to their KS4 outcomes and prospects beyond Oathall. Building positive enrichment opportunities and learning experiences is also a key focus; with the aim to increase participation in a meaningful way that creates a sense of belonging for our disadvantaged students and decreases the number of negative behaviour points.

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	<p>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 last academic year the disadvantaged attendance figure was 84.3% in comparison to the non-disadvantaged figure of 93.4%. This is negatively impacting disadvantaged students' progress.</p>
2	<p>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 8 points lower than non PP peers for Reading, 5 points lower for GPVS, and 6 points below for Maths. The overall MidYIS gap between PP and non PP peers is 13 standardised score points. Baseline testing shows that MidYIS Vocabulary, spelling and freewriting word recognition and reading accuracy have a PP gap of 13,9,9 standardised score points respectively.</p>
3	<p>The number of students who are at risk of EBSA is a concern that needs addressing. Currently 10.9% of disadvantaged students are EBSA in comparison to 1.4% of non disadvantaged students. This will have a negative impact on their KS4 outcomes.</p>
4	<p>Data on behaviour indicates that disadvantaged students are disproportionately getting a higher amount of suspensions in comparison to their non-disadvantaged peers. 3.45% of non disadvantaged students were issued with at least one suspension compared to 13.5% of disadvantaged students.</p>
5	<p>Our parental engagement figures show that we need to engage further with the parents of our disadvantaged students. For example our parents evening data demonstrates that attendance for such events is lower for disadvantaged students.</p>

## 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.

<b>Challenge number</b>	<b>Intended outcome</b>	<b>Success criteria</b>
1	Achieve and sustain very good attendance for our disadvantaged students.	Overall attendance of 95% and to reduce the gap to no less than 3% between disadvantaged and non-disadvantaged students.
2	Disadvantaged students with low prior attainment receive early interventions that rapidly raises their levels of attainment in year 7. Levels of literacy are high and reading ages amongst disadvantaged students are improved.	Assessment data demonstrates that disadvantaged students with low prior attainment make rapid progress. Reading tests demonstrate improved comprehension skills among disadvantaged students.
3	The number of EBSA students who are disadvantaged is reduced and students at risk are targeted with relevant intervention early.	Students are in school and having positive learning and enrichment experiences and therefore able to reach their KS4 outcomes.
4	The behaviour of disadvantaged students is in line with their peers and are engaged and positive about school life and learning.	The number of disadvantaged students who are suspended is on a par with their peers.
5	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: £103,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional Learning to develop literacy across the curriculum.	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>	2
Ongoing focus on high quality teaching with the added relaunch of a whole school approach to teaching standards 'every lesson, every day'. Supported by a rigorous Continuing Professional Learning programme and appraisal cycle.	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> . 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>	2
Purchase and administer standardised diagnostic testing.	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="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>	2
Purchase additional learning resources.	This allows faculties to provide additional/free resources (such as revision guides) for disadvantaged students.	2,5

Formalise a whole school reading plan	Oral language interventions can include approaches that emphasise speaking and/or listening in a whole class setting. <a href="#">Oral language interventions   EEF</a> Phonics approaches develop pupils' knowledge and understanding of the relationship between written symbols and sounds. <a href="#">Phonics   EEF</a>	2
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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>	1,2,3,4,5
Small group literacy and numeracy intervention for KS3 students that join with low standardised test scores.	Reading comprehension strategies have a 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> <a href="#">Selecting interventions tool.pdf</a>	2
Use of LSA's to support students with SEND who need extra support.	Evidence shows it is key to deploy LSA's effectively and for teachers to be trained in this. Evidence shows intervention should be structured and in class support should help to scaffold learning and develop independence. <a href="#">Deployment of Teaching Assistants   EEF</a>	2

Accelerated reader scheme for Y7, 8 & 9.	Reading comprehension strategies have a 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
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,992

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>	3, 5
Staffing structure in pastoral support provides capacity to intervene with poor attendance and support student wellbeing. Liaise closely with the family to create meaningful relationships.	The DfE guidance illustrates engagement with schools that have significantly reduced persistent absence levels. <a href="#">Improving School Attendance</a> <a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">EEF_Parental_Engagement_Guidance_Report.pdf</a>	1,3,4,5
Breakfast club	The DfE guidance illustrates engagement with schools that have significantly reduced persistent absence levels. <a href="#">Improving School Attendance</a>	1,3,4
Establishing the Albemarle provision to promote inclusion.	The DfE guidance illustrates engagement with schools that have significantly reduced persistent absence levels. <a href="#">Improving School Attendance</a> <a href="#">Selecting interventions tool.pdf</a> <a href="#">Improving Behaviour in Schools   EEF</a>	1,3,4

Funding for enrichment activities, trips, equipment, musical instrument lessons for disadvantaged students.	Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate. The EEF thinks enriching education has intrinsic benefits, all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. <a href="#">Life skills and enrichment</a> <a href="#">Arts participation   EEF</a> <a href="#">Physical activity   EEF</a>	1.3.4.5
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, 240**

## Part B: Review of 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 2024 to 2025 academic year.

#### Current attainment – an analysis of the 2024 GCSE exam results

	2024 results	2025 results
Attainment 8 score average	28.8	35.8
% achieving 5 or above in English and mathematics	19	17.9
% achieving 4 or above in English and mathematics	24	41
% Ebacc Entry	19	38.5

Key stage 4 data indicates that there have been strong improvements in a number of outcomes, in particular the A8 score has increased by 24.3% to 35.8, locally this figure is 31.3. The % of students achieving 4+ in English and Maths has increased by 70.8% to 41%. Although these are successes we aim to further increase these outcomes year on year with a particular focus on the % of students achieving 5+ in English and Maths as this has had a slight dip this year.

Our data indicates that KS4 outcomes for a number of students are impacted due to EBSA. This is therefore going to be included in our new 3 year plan as we aim to reduce this number and support more students in returning to school.

Absence among disadvantaged students was significantly higher than their peers. In the academic year 24/25 these figures were 84.3% and 93.4% respectively. Attendance remains a key focus for strategic planning.

KS2 scaled scores are on average 8 points lower for disadvantaged students compared to their non-disadvantaged peers for GPS, 8 points lower for Reading, and 6 points below for Maths. Year 7 MidYIS testing reiterates this gap, showing a standardised gap of 13 points. We therefore have a focus on improving these outcomes with targeted intervention amongst our year 7 students.

Our behaviour figures for the last academic year indicate a disparity between disadvantaged students and their peers. 3.45% of non disadvantaged students were issued with at least one suspension compared to 13.5% of disadvantaged students. Our focus in our strategic planning is to decrease the amount of negative points received by disadvantaged students to increase engagement and positivity around their school experience.

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, guidance evenings and parental workshops.

With continued professional learning we are able to ensure Quality First Teaching and our 'Every lesson, every day' strategy is embedded into lessons and disadvantaged students are known, targeted and supported in their learning and aspirations.

Our strong enrichment programme that has been developed over the last three years has enabled disadvantaged students to take part in a vast array of opportunities such as paid trips to London, camping and GO APE. Our extended learning afternoons ensure key life skills are taught and it ensures our disadvantaged students get the same experiences as their peers.

Oathall is participating in WSCC's 'Everyone Achieves' programme. The project aims to empower West Sussex school leaders to develop and apply effective strategies that raise the outcome of disadvantaged students. Collaborative working with participant schools and local authority advisers is a fundamental pedagogy. This approach has been widely recognised by participants as an essential lever for change.

#### Externally provided programmes

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