

## Intended use of additional “Pupil Premium” funds

The department for education provides funding for each student from a disadvantaged background. The evidence shows that economically disadvantaged students perform significantly less well on average than non-disadvantaged students, at all levels of school education; furthermore, economically disadvantaged students are also associated with slower progress compared to their peers with the same level of attainment. Disadvantaged students are currently defined as those who have been registered for Free School Meals (FSM) at any point in the past six years and children who are currently looked after or were previously looked after. Ensuring high quality teaching and learning for all is the fundamental upon which the strategy is built. The evidence clearly shows that the impacts of poor quality teaching disproportionately impact disadvantaged students.

### 1. Summary information

<b>School</b>	Oldfield School				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£195,000	<b>Date of most recent PP Review</b>	Jan 2020
<b>Total number of pupils</b>	1263	<b>Number of pupils eligible for PP</b>	241	<b>Date for next internal review of this strategy</b>	June 2021
<b>PP Governor</b>	Mr Carl Lander	<b>Date of Published PP Strategy</b>	Nov 2020	<b>Date of review of PP Strategy</b>	Sep 2021
<b>PP Strategy Lead</b>	Mrs Sarah Mills (Assistant Headteacher : Inclusion)			PP Students 241 – 19.3%	

### 2. Current attainment 2020 Results:

	Pupils eligible for PP	Pupils not eligible for PP
<b>Progress 8 score average</b>	<b>0.29</b>	<b>0.52</b> (in-school gap of - 0.23)
<b>Attainment 8 score average</b>	<b>42.89</b>	<b>56.21</b> (in school gap of –13.32) +11.73 v 2019 results (31.16)

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Literacy gap
<b>B.</b>	Homework completion / independent study skills
<b>C.</b>	Accessing the curriculum – differentiation – quality first teaching (smaller cohort but struggling to access curriculum/resultant behaviour due to low self esteem / SEND needs)
<b>D.</b>	Effective use of 'Catch Up' funding to address PP gap due to school closure.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Low attendance of PP especially FSM students
<b>F.</b>	Parental engagement with the school and parental capacity to support.
<b>G.</b>	Low aspirations of PP students with regard to careers and post 16 education
<b>H.</b>	Social, emotional, mental health behaviours impacting progress.

<b>Intended outcomes</b>	<b>By Whom?</b>	<b>Date</b>	<b>Success criteria</b>
<b>Academic Barriers</b>			
<b>A. Literacy gap between PP and non-PP students is reduced.</b>	Targeted intervention in KS4 English Language /Literature lessons. Use of writing frames to structure answers. Live modelling of answers through walking/talking mock, use of 'Mr Bruff' online resource to support home learning, implementation of 'Language Friday' to promote extended writing.	BLD /MAJ	Sept – June 21 Year 10 PP students on target in English Language/Literature at AP4 reporting point. Year 11 GCSE results in English Language/Literature show no gap between PP v Non PP.
	Use of Reading Plus programme in Years 7 and 8 English lessons to identify literacy barriers and reduce the gap through targeted and individual intervention.	BLD	October 20 ongoing Reading Plus scheme evidence reduction in the gap.
	Implementation of whole school subject specific vocabulary spelling tests during tutorial and lesson time across KS3.	BLD/LOL	September 20 ongoing Lesson observations indicate specific vocabulary is used by PP students across KS3 and 4.

	Use of Word of the Week to promote Tier 2 vocab across the whole school.	BLD	September 20 ongoing	Year 11 GCSE results show a reduction in the gap between PP and non-PP students.
	Identification of Year 7 students through baseline testing including CAT and WRAT testing. Interventions put in place to narrow the gap through 1:1 targeted support, use of Lexia and classroom interventions.	BLD/BRM/SUJ/REJ	Oct 20 – ongoing.	Lexia reading scores indicate PP students have made at least 2 levels of progress.
	To promote a love of reading amongst Years 9 & 10 PP students through distribution of free books. Reading challenges to promote independent reading.	BLD / XNP	Nov 20 - ongoing.	Student questionnaires indicate an increase in reading for pleasure amongst Year 9 & 10 PP students.
	Whole staff INSET to model best practice in terms of whole school literacy strategies including THINK PINK, Tier 2 key vocabulary.	BLD / JAL	January 21	Lesson observations indicate that literacy techniques are explicitly taught.
	Conscious marking of PP students' work to ensure quality feedback.	Teaching staff/LOL	September 20-ongoing.	Student questionnaires demonstrate that they have understood and acted on written feedback.
<b>B Reports of PP students indicate that homework is completed to a high standard.</b>	Year 11 PP students provided with additional revision resources including revision guides to aid independent study/revision. Students encouraged to attend Year 11 study zone.	MSS ABB/LOJ/REJ	January 21- June 21	GCSE results indicate gap between PP and Non PP has reduced in 2020-2021.
	Information evening and Tutor evening for Year 7 parents in Term 1 to promote school expectations with regard to independent study & homework.	HOY/SLT link	Sept/Oct 20	PP students on average achieve at least ambers for homework completion at each reporting point across KS3 and KS4.
	Parents evenings in Term 1 for Yrs 8-13 to discuss student progress / gaps in knowledge from lockdown in individual subject areas.	Teaching staff	Sep/Oct 20	
	Revision technique sessions for PP students through tutorial programme and Year group assemblies.	REJ / ABB / LOJ/JAL	March– June 21	
	Audit of digital gap of PP students. Provide laptops/IT for home learning/ homework completion.	REJ	Oct 20	PP students have access to the online curriculum
	Independent study / organisational workshops for Year 7 PP students as part of transition programme (July 2021). Parent leaflet provided to all new parents.	MSS/DAA	July 21	

<b>C</b> <b>Effective use of differentiation to ensure all PP students can access the curriculum.</b>	Differentiation as a whole school focus across all subject areas. This identified and implemented through Learning Area Improvement plans 2020-2021.	LOL	September 20 - ongoing	Underachievement of selected 'First 3' students has a positive impact on achievement.
	In cohorts where the data indicates PP underachievement, subject staff to identify 'First 3' to target. In these cases PP students are seated appropriately, targeted questioning at least once a lesson and a focus on quality written feedback.	Teaching staff	Oct 19-ongoing.	
	Where Year 11 PP underachievement identified after mock examinations 1:1 mentoring sessions to be delivered to identify areas of underachievement and implement an individualised action plan to address this.	Year 11 mentors/ABB/LOJ		Year 11 GCSE results show a reduction in the gap between PP and non-PP students.
	When Alternative Education is required appropriate resources and bespoke timetables are implemented.	MSS	Oct 20-ongoing.	
	1:1 English and Maths interventions for KS4 PP students are effectively delivered.	BRM/MSS/ MAJ	Jan - June 20	
	Year 10 PP students identified as underachieving based on AP2 data to receive weekly mentoring to address barriers to progress.	HOY 10 / LOJ	Jan 21-ongoing.	
<b>D: Effective use of 'Catch Up' funding to address PP gap due to school closure.</b>	1:3 tutoring in English and Maths at KS3 using National Tutoring partnership for students identified as underachieving.	MSS/MAJ/BRM	Jan – July 21	Formative assessments show progress for all KS3 students who are identified for small group tutoring via NPT.
	Where underachievement identified 1:3 tutoring in subject specific areas for Year 11 PP students (Science, History, Geography, MFL) through NTP.	MSS/ REJ/LOLs	Jan-June 21	Year 11 GCSE results show a reduction in the gap between PP and non-PP students.
	1:1 mentoring for Year 11 students who are at risk of underachievement.	LOJ	Jan-June 21	Year 11 GCSE results show a reduction in the gap between PP and non-PP students.
	Small group tuition with subject specific teaching staff in English, science and maths for Year 11 students identified as underachieving.	LOJ/MAJ/BRM	Jan-June 21	
<b>Additional Barriers</b>				
<b>E</b> <b>Attendance gap between</b>	In tutor groups where there are PP students whose % attendance is below 96%, implementation of 'First 3' for tutor to target. Interventions to include identifying student barriers towards attendance, home to school communication and a reward scheme.	Tutors /HOY MSS/HOY/LOJ Attendance	September 20 ongoing	<ul style="list-style-type: none"> <li>Attendance gap between PP and Non-PP is reduced to less than 3%.</li> </ul>

<b>PP and Non-PP is reduced to less than 2%</b>	Where barriers identified this is communicated to the Inclusion team to implement individual interventions (ie. referrals to outside agencies, additional pastoral support, medical action plans, school attendance plans).	Attendance /MSS		<ul style="list-style-type: none"> <li>• % number of PP students achieving 96% increases in comparison to 2018/9 figures*</li> <li>• Number of PP students identified as persistent absentees to be reduced in comparison to 2018/19 figures.*</li> </ul> <p><b>* NOTE: Comparison with 2018/19 figures due to school closure between March-July 2020.</b></p>
	Raise awareness of the importance of excellent attendance through assemblies/ rewards	LOJ / MSS /Attendance / HOY	October 20-ongoing	
	Use of SharePoint across the curriculum to support the 'catch up' of work missed due to absence.	REJ / LOL	Nov 20-ongoing	
	Appropriate Alternative Provision and Education used to improve attendance.	MSS / REJ	September 20-ongoing	
	Effective use of CMES to support difficult cases.	LOJ/ EWO	Oct 20 -ongoing	
	EWO introduced to develop home-school links with PP families where attendance is below target.	LOJ/ XRG	Sep 20 -ongoing	
<b>F. Develop home-school links to improve parental engagement with PP families.</b>	Year 7 Tutors to establish contact with PP families during Term 1.	Tutors/DAA	Sep/Oct 20	<ul style="list-style-type: none"> <li>• Parent surveys indicate a positive relationship with PP families has been established.</li> <li>• Home-school contact with all Year 7 PP families has occurred.</li> <li>• 90% of PP families attend one school event.</li> </ul>
	During transition process 'hard to reach' PP parents identified by primary schools to be contacted by phone during Term 6 to establish a point of contact prior to admission.	DAA/MSS	June/July 21	
	Establishing a welcoming atmosphere for parents of PP students with behavioural issues. Heads of Year meet with parents to discuss attainment and behaviour across all subject areas to develop a support plan for the student.	HOY/MSS	Nov 20-ongoing	
	All PP parents who have previously not attended school events to be contacted prior to parents' evening by phone to improve parental engagement.	HOY/MSS	March 21-ongoing	
<b>G. Raise aspirations of PP students</b>	Year 11 PP students who are at risk of becoming NEET have access to careers advice through 1:1 meetings with the Careers Adviser. Referrals made for outside agency support where appropriate e.g. Youth Connect.	NAG/ABB/LOJ	Oct 20 –May 21	All Year 11 PP students who are at risk of NEET receive 1:1 careers advice.
	Use of careers programme 'Grofar' with all PP students.	NAG	September 20-ongoing	All PP students access Grofar programme.

<b>H. Reduction in number of exclusions for PP students with SEMH needs.</b>	Additional Behaviour Support Officer to provide 1:1 and small group interventions for KS4 SEMH students	LOJ	Sep 20-ongoing	Number of exclusions for PP SEMH students are reduced.  All students at risk of permanent exclusion have completed WRAT and SALT assessments by July 21.  All PP students at risk of permanent exclusion are able to access the AP resource base.
	Introduction of Assistant Heads of Year (KS3 & 4) used to support SEMH students on 1:1 basis.	LOJ/Assistant HOYs	Sep 20-ongoing	
	Bespoke curriculum developed to support students with SEMH needs through a range of AE providers (e.g. Rocksteady, Young Producers, Sporting Family Change, Impact Mentoring, Forest School) and in school support.	MSS	Sep 20-ongoing	
	Implementation of whole school strategy to monitor and undertake necessary SEND assessments for students at risk of permanent exclusion due to SEMH needs.	MSS/SENCO	Oct 20-ongoing	
	Mentoring is used to support SEMH students develop resilience and self-esteem.	MSS	Oct 20-ongoing	
	Introduction of Alternative Provision base with a bespoke curriculum to support students with SEMH needs.	LOJ	Term 5 ongoing.	

## Intended Pupil Premium Spending for 2020-2021

**Total Budget: £213,000**

Barrier to learning and progress	Resource Allocation to overcome barrier	Budgeted cost
<b>Academic Barriers</b>		
<b>A. Literacy Gap</b> Literacy gap between PP and non-PP students is reduced.	Targeted 1:1 literacy tuition delivered by specialist TAs.	<b>£10,800</b>
	Reading Plus programme (Years 7 &8)	<b>£2,000 +£11,000 staffing</b>
	Lexia Reading Scheme and TA support to deliver programme.	<b>£3,800</b>
<b>B. Homework completion / independent study skills</b>  Reports of PP students indicate that homework is completed to a high standard	Purchase of stationery and consumables to support independent study including KS4 revision packs, ingredients for Food Technology and Art and Technology packs.	<b>£1,500</b>
	Purchase of stationery for all FSM students for Term 1 to they are school ready.	<b>£900</b>
	Purchase of calculators to support independent Maths study across all Key Stages	<b>£500</b>
	Purchase of ICT equipment to support independent study.	<b>£900</b>
	Purchase of revision guides to support GCSE studies.	<b>£1,500</b>

<b>C. Accessing the curriculum : Differentiation</b>  Effective use of differentiation to ensure all PP students can access the curriculum	1:1 Maths tuition delivered by a qualified Maths teacher.	<b>£13,900</b>
	Alternative Education placements to support differentiation of the curriculum (e.g. Rocksteady, Alternative Provision, HERS, College courses).	<b>£14,000</b>
<b>D: Effective use of ‘Catch Up’ funding to address PP gap due to school closure</b>	NTP 1:3 tuition for KS3 PP students where a gap has been identified (English and Maths).	Note: This will funded through the ‘Catch up’ funding not Pupil Premium spending.
	1:3 tutoring for Yr11 students who are underachieving in subject specific areas e.g. Science, MFL, History, Geography	
	1:1 Mentoring of Yr11 students where underachievement identified.	
	1:3 tutoring in English and Maths for Year 11 students where underachievement identified.	
<b>Additional barriers</b>		
<b>D. Low attendance of PP especially FSM students.</b>  Attendance gap between PP and Non-PP is reduced to less than 2%	Attendance officer with a specific Pupil Premium workload.	<b>See EWO costs below</b>
	Attendance rewards to promote excellent attendance and promote improvements in attendance	<b>£1,000</b>
	Uniform purchases where lack of uniform is a barrier to attending school.	<b>£4,000</b>
	Short term support with transport costs so that the journey to school does not become a barrier to attendance	<b>£300</b>
<b>E. Parental engagement with the school and parental capacity to support</b>  Develop home-school links to improve parental engagement with PP families	EWO with a specific Pupil Premium workload to engage with families where attendance is a barrier to learning.	<b>£33,500</b>
<b>F. Low aspirations of PP students with regard to careers and post 16 education</b>  Raise aspirations of PP students.	Whole or part costs of extra-curricular trips in and outside of the UK to raise student aspirations and develop their cultural capital.	<b>£2,500</b>
	Part or all costs of curriculum trips that are vital for successful delivery of the curriculum	<b>£2,500</b>
	Rewards to promote high expectations / aspirations e.g. prom tickets,	<b>£200</b>
<b>G. Social, emotional, mental health behaviours impacting on progress</b>	Behaviour Support Officers to deliver bespoke interventions including 1:1/ small group work for students with SEMH needs	<b>£25,300</b>
	Pastoral Support Officer with focus on supporting PP students.	<b>£9250</b>

Reduction in number of exclusions for PP students with SEMH needs.	Alternative Education for students with SEMH needs e.g. Impact Mentoring, Forest School, Sporting Family Change, Forest School	<b>£11,800</b>
<b>Additional costs</b>	Internal Pupil Premium lead (Assistant Headteacher) time	<b>£20,800</b>
	Non-teaching assistant heads of year with a focus on interventions to support PP students (40% of costs)	<b>£16,000</b>
	Head of Year 10 time with a focus on intervention to support Year 10 PP students	<b>£11,000</b>
	ICT equipment to support home learning.	<b>£10,000</b>
<b>Total</b>		<b>£208,950</b>
<b>Contingency</b>	In case of additional costs required if further school closure	<b>£4,050</b>
	<b>Total planned expenditure:</b>	<b>£213,000</b>