

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 students.

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	Oldfield School
Number of students in school	1260 (192 of which are sixth form)
Proportion (%) of pupil premium eligible students	22% (eligible PP 236 students)
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Steven Mackay Headteacher
Pupil premium Lead	Mr James Beddow Assistant Headteacher
Governor / Trustee Lead	Mr Carl Lander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 210,000
Recovery premium funding allocation this academic year	£ 30,304 + £62,000 c/fwd from 2020-21
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	£ 302,304

Statement of intent

Oldfield's intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Oldfield's strategy is also integral to wider school plans for education recovery, notably in its targeted support through in school led tutoring and mentoring for students whose education has been worst affected, including non-disadvantaged students.

Oldfield's approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes
- raise expectations of what disadvantaged students can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Nationally the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies and given this, this will exacerbate the knowledge gaps for disadvantaged students resulting in them falling further behind age-related expectations, especially in English and Maths.</p> <p>The achievement (progress) gap in 2020 was 0.2, in 2021 it was 0.3. The current Year 11 cohort suggests that there will be a gap of 0.49 between in the P8 score of PP and non-PP students. For the current Year 10 cohort the gap is 0.4.</p>
2	<p>Oldfield's attendance data over the previous years indicates that attendance among disadvantaged students is lower when compared to our non-disadvantaged students. The national average attendance in 2018/2019 was 95.3%</p> <p>Oldfield whole school attendance for 2020/2021 was 92.1%, whereas PP attendance was 84.2%. It is evident that absenteeism from school, together with online learning has and is negatively impacting disadvantaged students' progress and their attendance.</p>
3	<p>The English Language attainment of disadvantaged pupils is generally lower than that of their peers nationally. Teacher assessed grades (TAGS) 2020-2021 indicate that our disadvantaged students were 14% lower than their non-disadvantaged peers for 5+EnLa (53% to 67% respectively). In 2018-2019, the last year without TAGS, our disadvantaged students were 31% lower than their non-disadvantaged peers for 5+EnLa (32% to 63% respectively) and 40% lower for the 4+Ma measure. Data from our current Year 11 cohort suggests that the L 5 attainment gap is 44% and for Year 10 it is 26%.</p>

	<p>The English Literature attainment of disadvantaged pupils is generally lower than that of their peers nationally. Teacher assessed grades (TAGS) 2020-2021 indicate that our disadvantaged students were 14% lower than their non-disadvantaged peers for 5+EnLi (56% to 70% respectively). In 2018-2019, the last year without TAGS, our disadvantaged students were 11% lower than their non-disadvantaged peers for 5+EnLi (52% to 63% respectively) and 17% lower for the 4+Ma measure. Data from our current Year 11 cohort suggests that the L 5 attainment gap is 33% and for Year 10 it is 18%.</p> <p>Testing of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects across the curriculum. On entry to year 7 in 2021, 21% of our students who arrive below age-related expectations, 24% were PP. This figure is 53% and 45% in Year 8 and 9 respectively.</p>
4	<p>Nationally it has been identified that there has been an increase in social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. Students currently require additional support with social and emotional needs, with some currently receiving small group interventions.</p>
5	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers nationally. Teacher assessed grades (TAGS) 2020-2021 indicate that our disadvantaged students were 16% lower than their non-disadvantaged peers for 5+Ma (43% to 59% respectively). In 2018-2019, the last year without TAGS, our disadvantaged students were 27% lower than their non-disadvantaged peers for 5+Ma (27% to 54% respectively) and 34% lower for the 4+Ma measure. Data from our current Year 11 cohort suggests a L5 an attainment gap of 33% and for the Year 10 cohort this is 27%.</p>
6	<p>Low aspirations of PP students with regard to careers and post 16 education. Low parental engagement with the school and poor parental capacity to support.</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.

Intended outcome	Success criteria
Narrow the gap in attainment between non-disadvantaged and disadvantaged students across the curriculum at the end of KS4.	<p>2021/2022 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of greater than 43.00 for students eligible for PP funding • Level 5+ English and Maths greater 30% (17% 2019, 33% 2020 TAG, 36% 2021 TAG)
To achieve and sustain improved attendance for our disadvantaged students.	<p>Sustained high attendance (in line with or higher than national figures) from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • Reducing the attendance gap between disadvantaged students and their non-disadvantaged peers to less than 5%. • The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower than their peers.
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension 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> <ul style="list-style-type: none"> • Reading Plus scheme evidence reduction in the gap. • Year 11 GCSE results in English Language show a reduction in the gap between PP and non-PP students. • Level 5+ English Language > 35% (32% 2019, 46% 2020 TAG, 53% 2021 TAG)
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2021/2022 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.

Narrow the gap in attainment between non-disadvantaged and disadvantaged students across the curriculum at the end of KS4.	<p>Mathematics tests demonstrate improved scores among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <ul style="list-style-type: none"> Level 5+ Maths > 35% (27% 2019, 36% 2020 TAG, 43% 2021 TAG)
90% of PP families show an active involvement in the school.	<p>Success Criteria:</p> <ul style="list-style-type: none"> Disadvantaged student families attend at least one school event, such as parents' evening, school production and music performance. All PP parents to be contacted before parents' evening All 'hard to reach' PP parents identified by primary schools during term 6 and contacted by the Primary Liaison Officer. Parental surveys indicate a positive relationship with PP families has been established.

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: £152,337

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
Targeted 1:1 literacy tuition delivered by specialist Teaching Assistants.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u></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>	1, 3	1:1 Literacy tuition delivered by specialist Teaching Assistants.	£14,300

1:1 Maths tuition delivered by a qualified Maths teacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u>	1, 5	Tuition delivered by a qualified Maths teacher.	£14,000
Reading Plus programme (Years 7,8,9)*	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. <u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	1, 3	The curriculum is adapted for selected students by replacing a language with the Reading Plus intervention. This is applicable to KS3.	£2,000 £40,000 staffing*
Lexia Reading Scheme and TA support to deliver programme.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. <u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	1, 3	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. Last year Lexia reading scores indicate PP students made at least 2 levels of progress.	£3,800
NTP 1:3 tuition for KS3 PP students where a gap has been identified (English and Maths).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 3, 4, 5	Year 11 PP students identified after mock examinations by Leaders of Learning Coordinator. Small group tuition implemented.	Funded through recovery funding £10,237
Tutoring for Yr11 students who are underachieving in subject specific areas e.g. Maths, English Science.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1, 4	Year 11 PP students identified after mock examinations by Leaders of Learning. Small group tuition implemented.	Funded through recovery funding £47,200

Internal Pupil Premium lead (Assistant Headteacher) time.		1, 2, 4, 6		£20,800
Adaptive Teaching as a whole school focus across all subject areas.		1	This is identified and implemented through Learning Area Improvement plans 2021-2022.	£0

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

Budgeted cost: £31,800

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
Use of Reading Plus programme in Years 7 8 and 9 identify literacy barriers and reduce the gap through targeted and individual intervention.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. <u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	1, 3	Students are identified through testing. The curriculum is adapted for selected students by replacing a language with the Reading Plus intervention. This is applicable to KS3.	*Budgeted above
Use of Word of the Week to promote Tier 2 vocab across the whole school.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. <u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	1, 3	Literacy Lead ensures form tutors are informed of the termly agenda, and provides material for form time for tutors to cover.	£0

Conscious marking of PP students' work to ensure quality feedback.	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 3	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.	£0
Use of Lexia and classroom interventions.	<p>Students in different sets or streams sometimes follow a different curriculum, particularly when different national tests, different examination levels or different types of academic and vocational qualifications are available. The aim of setting and streaming approaches is to enable more effective and efficient teaching by narrowing the range of pupil attainment in a class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/setting-and-streaming</p>	1, 3	<p>Identification of Year 7 students through baseline testing including CAT and WRAT testing.</p> <p>Interventions put in place to narrow the gap through 1:1 targeted support. Last year Lexia reading scores indicate PP students made at least 2 levels of progress.</p>	£0
Implementation of whole school subject specific vocabulary spelling tests during tutorial and lesson time across KS3.	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 3	<p>Literacy Lead ensures form tutors are informed of the termly agenda, and provides material for form time for tutors to cover.</p> <p>This has included a book of curriculum wide subject vocabulary.</p>	£0

Use of IXL learning software to improve Maths and English Levels of disadvantaged students	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 3, 5	Intervention is made available for all disadvantaged students. IXL will be used in SEND, BASE, the skills centre. In many cases students will have individual accounts from which progress of maths and English can be identified over time. Funding for 100 accounts.	£1,000
Targeted intervention in KS4 English Language & Literature lessons based on AP1 data. Use of writing frames to structure answers.	<p>Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty.</p> <p>Within class attainment grouping EEF (educationendowmentfoundation.org.uk)</p>	1, 3	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. Last year, Year 11 GCSE results in English Language/Literature detailed no gap between PP v Non PP.	£0
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.		1, 3, 4, 5	Purchase of stationery and consumables to support independent study including KS4 revision packs, ingredients for Food Technology and Art and Technology packs.	£1,500 £900

			<p>Purchase of stationery for all FSM students for Term 1 so they are school ready.</p> <p>Purchase of calculators to support independent Maths study across all Key Stages.</p> <p>Purchase of ICT equipment to support independent study.</p> <p>Purchase of revision guides to support GCSE studies</p>	<p>£1000</p> <p>£900</p> <p>£1500</p>
Revision technique sessions for PP students through tutorial programme and Year group assemblies.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 3 ,4, 5		£0
Mentoring sessions to be delivered to underachieving Year 11 disadvantaged students evidenced by their mock exams and AP1 performance data.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><u>One to one tuition EEF</u> (educationendowmentfoundation.org.uk)</p>	1, 3, 4, 5	<p>Year 11 PP students underachievement identified after mock examinations.</p> <p>1:1 Mentoring to create and implement an individualised action plan to address underachievement with PP students.</p>	<p>Funded through recovery funding</p> <p>£10,000</p>
When Alternative Education is required appropriate resources and bespoke	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The</p>	4	<p>Alternative Education placements to support differentiation of the curriculum (e.g. Rocksteady, Alternative</p>	£14,000

timetables are implemented.	<p>interventions themselves can be split into three broad categories:</p> <ul style="list-style-type: none"> • Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; • Universal programmes which seek to improve behaviour and generally take place in the classroom; and • More specialised programmes which are targeted at students with specific behavioural issues. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>		Provision, HERS, College courses).	
1:1 English and Maths interventions for KS4 PP students are effectively delivered.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p>	1, 3, 5	1:1 tutoring led by tutors within Oldfield School	£0
Year 10 PP students identified as underachieving based on AP2 data to receive weekly mentoring to address barriers to progress.	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</u></p>	1	Teachers who are associate tutors will be asked to offer interventions or provide cover for members of staff that would be able to offer interventions in particular subject areas.	£0
Small group tuition with subject specific teaching staff in English, science and maths for Year 11	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</p>	1, 3, 4, 5	Year 11 PP students underachievement identified after mock examinations by Leaders of Learning and PP Lead	Funded through recovery funding

students identified as underachieving.	<u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>		Coordinator. Small group tuition implemented.	
Year 11 PP students who are at risk of becoming NEET.	<p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1	Students have access to careers advice through 1:1 meetings with the careers adviser. Referrals made for outside agency support where appropriate, such as Youth Connect.	£0

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

Budgeted cost: £115,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
Appropriate Alternative Provision and Education used to improve attendance.	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p><u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	1, 2	Rush Hill, Pupil Referral Units.	£0
Use of SharePoint across the curriculum to support the 'catch up' of work missed due to absence.		1, 2		£0

Attendance officer with a specific Pupil Premium workload.		2, 6	EWO introduced to develop home-school links with PP families where attendance is below target.	£25,000
Curriculum access team	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	4, 6	To provide 1:1 and small group interventions for KS4 SEMH students. (40% of costs)	£25,300
Pastoral Support Officer with focus on supporting PP students.	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p>	4, 6	To provide 1:1 and small group interventions for KS4 PP & SEMH students	£9,700
Assistant Heads of Year (KS3 & 4) used to support SEMH students on 1:1 basis.	<p><u>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	4, 6	Non-teaching assistant heads of year with a focus on interventions to support PP students (40% of costs).	£17,200

Bespoke Curriculum	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues. <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	1, 4	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.	£11,800
SEND Assessments		4	Implementation of whole school strategy to monitor and undertake necessary SEND assessments for students at risk of permanent exclusion due to SEMH needs.	£0
Mentoring is used to support SEMH students develop resilience and self-esteem.	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</u>	4		£0
Skills Centre	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues. <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	4, 6	Introduction of Alternative Provision base with a bespoke curriculum to support students with SEMH needs.	£0

Form Tutor/HOY Attendance Targeting		1, 2	In tutor groups where there are PP students whose % attendance is below 95%, form tutor to target and intervene HOY targets 80%-90%. Attendance team tracks all and, especially students less than 80%	£0
ICT equipment to support home learning.		1, 3, 4, 5		£10,000
Breakfast Club	Breakfast clubs are currently offered by nearly 80% of schools in England. In this study a team from the Institute for Fiscal Studies will compare the impact of clubs where all children, regardless of income, get a free breakfast versus clubs where only pupils eligible for free school meals (FSM) get breakfast free. In the second scheme other pupils would be able to attend and pay for their breakfast. The study will also examine whether there is a difference in attainment between breakfast clubs which operate before school and those held during school hours. Breakfast Clubs-EEF (educationendowmentfoundation.org.uk)	1, 4, 6	Breakfast club to run from 7.45am to 8.15am each weekday. Invite only for selected students who meet the criteria for PP. Primarily for FSM students and students where poor attendance has been identified as a barrier to their education and well-being.	£7,000
Uniform		2, 4		£3,000
Raise awareness of the importance of excellent attendance through assemblies/ rewards		1, 2, 4, 6	Attendance rewards to promote excellent attendance and promote Whole or part costs of extra-curricular trips in and outside of the UK to raise student	£1,000 £2,500

		aspirations and develop their cultural capital.	
		Part or all costs of curriculum trips that are vital for successful delivery of the curriculum	£2,500
		Short term support with transport costs so that the journey to school does not become a barrier to attendance	£300
		Rewards to promote high expectations / aspirations e.g. prom tickets	£200

Total budgeted cost: £299,637

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.

The pandemic posed many problems for schools with regards to effectively implementing their pupil premium strategy. Oldfield was no exception, however notably where many schools saw their attainment gap between non-disadvantaged and disadvantaged students widen, Oldfield maintained its' attainment gap.

As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, and learning effectively from the experiences of the first lockdown in 2020, Oldfield was able to seamlessly transfer to online learning when the government made their lock down announcement at the beginning of 2021. Onsite provisions for vulnerable students were offered, resources such as laptops for online learning were effectively distributed to all disadvantaged students, and staff rose to the challenge, by adapting old and adopting new teaching styles to deliver enriching and effective online lessons.

As stated, much of the planned interventions detailed on the pupil premium statement could not be implemented. This specifically included one-to-one tutoring, which is identified as having a significant impact on closing the progress gap. Furthermore, mentoring for our most vulnerable students, especially those with additional needs, was reduced, although the provision in school did ensure that staff could effectively monitor our students most at risk.

Pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Our assessments during 2020/21 stated that the performance of disadvantaged pupils achieving En & Ma 36% which was higher than in the previous year by 3%. The Attainment 8 score was 43.59 compared to 54.99 for our non-disadvantaged, which is a smaller gap compared to the previous year by 1.89, but there remains an Attainment 8 gap of 11.4. Yet, notably as a comparative measure, the attainment 8 national

figure for 2018 for all students was 46.6. Oldfield's Attainment 8 score is only 3.00 points less than this, which evidences maintaining the attainment gap between disadvantaged and non-disadvantage students.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.