

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Number of students in school: 1258 Number of 6 th form students: 170
Proportion (%) of pupil premium eligible students	24% (261 students)
Academic year that our current pupil premium strategy plan covers (3 Year Plan recommended)	Year 1 - 2023/2024 Year 2 – 2024/2025 Year 3 – 2025/2026
Date this statement was published	Oct 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Andy Greenhough Headteacher
Pupil premium Lead	Hannah Fleming Assistant Headteacher
Governor / Trustee Lead	Zena Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,000
Recovery premium funding allocation this academic year	£67,346
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	£317,346

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. We aim to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Oldfield School.

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.

We use an individualised and personalised approach to ensure we build good relationships with all students in order to holistically support their school experiences. High quality teaching is our key focus, as this is proven to have the greatest impact on closing the disadvantage attainment gap, (EEF research).

Our strategy is based on research and rigorous, robust assessment data to ensure we are providing the appropriate support rather than responding to generalised assumptions about students. Our mission is to ensure all our students receive targeted intervention when needed, access to the broad extra-curricular provision on offer, as well as cultural capital experiences and enrichment opportunities. At Oldfield we aim for all disadvantaged pupils to achieve their ambitions and have clear future pathways and aspirations in order to flourish in life after school.

In addition, the school has established provision for our disadvantaged students, including a breakfast club open for all students, to receive a free breakfast. This strategy will seek to improve student attendance of our disadvantaged students, their engagement with extra-curricular opportunities and being able to provide welfare support for some of our families. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment and well-being will be sustained and improved alongside progress for their disadvantaged peers.

Our objectives are:

- For disadvantaged students to make or exceed their expected progress.
- To ensure disadvantaged students meet at least national standards in relation to attainment.
- To support the health and well-being of disadvantaged students.
- To increase cultural capital experiences and extracurricular experiences both in and out of school for disadvantaged students.
- To improve the attendance of our disadvantaged students.
- To support all our students with future pathways.

We plan to achieve this by:

- Ensuring that teaching and learning is high quality and meets the needs of all. For all our pupils we aim to enhance their reading and literacy skills and teach our students to be independent learners.
- Ensuring that appropriate provision and activities are in place for all. Our strategy is to provide targeted support and evidence-based interventions through high quality teaching, high expectations and tutoring.
- Ensuring funding is allocated on a needs analysis basis which will identify priority classes, groups or individuals.
- Ensure there is accessible and continued wellbeing support to provide our students with the tools to manage their mental health.
- Closely monitoring attendance at extracurricular activities and enrichment opportunities, in order to target and increase the attendance of disadvantaged learners and increase “belonging” to Oldfield School.
- Ensuring disadvantaged learners are supported with uniform, equipment, (including free breakfast club and homework club provision).
- Ensuring that disadvantaged learners have access to frequent and high-quality careers advice and associated opportunities such as attendance at careers fairs.
- Ensuring robust monitoring is in place that evidences impact, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- Monitoring and supporting attendance of our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1. Progress	Overall Progress of PP pupils is lower than Non-PP at KS4. In 2023 the disadvantaged progress 8 score of PP students was -0.36.
2. Attendance	Oldfield's attendance data over previous years indicates that attendance among disadvantaged students is lower when compared to our non-disadvantaged students. Oldfield year 11 attendance for 2022/2023 was 91,8%. PP year 11 attendance for 2022/2023 was 82,4%. It is evident that absenteeism from school, together with online learning has and is negatively impacting disadvantaged students' progress and their attendance. To note, national attendance figures have decreased following the pandemic. National attendance figures detail that on average school attendance figures are 90%, whereas previously this figure has been significantly higher.
3. Reading and Literacy	Reading and literacy skills of our disadvantaged students are adversely affected by limited access to cultural experiences, varied vocabulary and wider experiences of the world. We aim to ensure all students are supported to ensure they improve their reading and levels of literacy, so they can fully access the curriculum.
4. Wellbeing and Mental health	There is a significant increase in students with complex needs –including social and emotional mental health. We aim to support all students and improve wellbeing.
5. Numeracy	The maths attainment of disadvantaged pupils is generally lower than that of their peers both in Oldfield school and nationally.
6. Careers	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.
7. Behaviour	Behaviour of pupil premium students is poorer as these students receive more behaviour points and exclusions from school.
8. Enrichment and Engagement	Our pupil premium students do not enjoy the same variety of extracurricular, trips and residentials, holiday and cultural experiences as our non-PP students. Limited parental engagement in school and learning resulting in disengagement from school.
9. SEND	A significant number of our disadvantaged children have multiple disadvantage factors, including SEND needs.

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
<p>PROGRESS:</p> <p>Progress in Maths and English. Pupil Premium students are achieving at least in line with, or above national progress measures in maths and English at KS4 and above their expected flight path in KS3.</p>	<ul style="list-style-type: none"> • Assessment points and public examinations show progress over time. • Testing identifies students in need of intervention and support required and pp students showing progression. • Low stakes testing across the curriculum demonstrates increase in skills and knowledge. • High quality lessons through regular CPD are put into place to support High Quality Teaching across the curriculum. • Learning walks and lesson observations reflect CPD sessions and staff training. • Curriculum teams regularly share good practice, and a culture of openness and sharing is established. • Students are ready to learn - equipment is provided and regularly topped up, for example stationery, calculators. Tutors check this daily, ensuring students are fully equipped. • Staff voice shows increased confidence in strategies to support progress of our disadvantaged students. • Student voice shows increased enjoyment of learning and improved culture of “cool to learn”. • Attendance and engagement at study skills evenings and information evenings is improved. • Revision guides and materials are purchased and used by PP students. • Regular testing and learning walks demonstrate that Disciplinary Literacy and Tier 2 Vocabulary, key skills and key words are promoted across all subjects. • Skills are taught and reinforced with our PP students by teaching staff and support teams so all students have full access to all areas of their curriculum. • Reading scores show a reduced gap between PP and non-disadvantaged learners. Reading ages are assessed by NGRT assessments and strategies put in place to improve reading ages so students can successfully access the curriculum. • Staff all recognise and embrace the fact we are “all teachers of literacy” through inset and additional training.
<p>Attendance:</p> <p>To achieve and sustain improved attendance for our disadvantaged students in line</p>	<ul style="list-style-type: none"> • Student engagement to enrichment events improves – reflecting “belonging” in school. • Attendance rewards data reflect increased attendance for disadvantaged learners. • Attendance of key groups and patterns are analysed and attendance team follow up on students to ensure there is not a gap.

<p>with the school's attendance target and above National average.</p>	<ul style="list-style-type: none"> • Pastoral Teams meet regularly with the attendance teams and have a plan in place for pupils with low attendance. Analysis of key groups to examine patterns and implement appropriate support. • Staff are given training and strategies to support difficulties that may impact disadvantaged learners and have plans in place to support these. • Students with low attendance are contacted daily and home visits made where appropriate – resulting in increased engagement with school.
<p>Wellbeing and Mental Health:</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p> <p>Students with complex needs are supported by school counselling teams, pastoral teams and medical teams. External agencies contacted to provide specialist support when required.</p>	<p>Sustained high levels of wellbeing from 2023/2024 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. • As complex needs are addressed PP students' attendance improves and they make expected progress. • Reduced levels of wellbeing concerns are raised. • Increased levels of wellbeing reported in student voice/surveys. • Relationships between staff and students are built to provide students with consistency and support. • PP profiles are used by staff to gather more information about a students' interests, aspirations and ambitions. • Students know who their "trusted adult" is and can ask for emotional or practical help & support. • Counselling services are expanded to provide support for students every day. • Relationships are maintained and developed with external agencies to ensure our students can access support when necessary. • Pastoral teams, SEND teams meet twice a term to discuss students holistically and agree intervention, action and appropriate support.
<p>Family Engagement:</p> <p>Parents/carers of disadvantaged learners are engaged in school, feel welcome in school and are aware of their student's learning.</p>	<ul style="list-style-type: none"> • Attendance at school events rigorously monitored to inform strategies to engage parents/carers in school. • Attendance at school events improves- such as parents' evening, study skills evenings, school productions and music performances. • All PP parents to be contacted before parents' evening. • School events held in different locations across the city and are well attended by our PP families. • 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.

	<ul style="list-style-type: none"> • Parents' evening, students' engagement indicator of parental engagement. • Parents indicate there are strong links between home and school and support is received for a wide range of needs. • Parents welcomed into school and attendance is high for parents' evenings and parental activities. • Pastoral teams and tutors regularly contact home to maintain links, communication and relationships.
<p>SEND:</p> <p>Pupils are supported to access the curriculum and meet their SEND needs through interventions from the Inclusion Team, individualised support and high expectations from all staff.</p>	<ul style="list-style-type: none"> • As their SEND needs are being addressed, PP pupils make expected or above expected progress. • PP students' SEND needs are assessed and clear interventions are put in place. • Pastoral Teams liaise regularly with SEND team to ensure clear plans are in place for targeted support. • Teaching and support staff use SEND and PP Learning Profiles to support their teaching by implementing strategies advised by SEND and teams, therefore maintaining high expectations of all students.
<p>Behaviour:</p> <p>Behaviour of disadvantaged students improves.</p> <p>PP pupils are not disproportionately achieving more behaviour points, isolations and suspensions from school/lessons.</p>	<ul style="list-style-type: none"> • Fewer suspensions and behaviour points for all students due to behaviour support in school. • Pastoral teams monitor behaviour points and exclusion data in order to work with these students and provide required support, so all students can access lessons and achieve their best. • Staff are informed of difficulties impacting disadvantaged students and plans are made to support them to remain in school and in lessons.
<p>Enrichment:</p> <p>For disadvantaged children to enjoy the wide range of enrichment activities, events, residential and trips we have on offer at Oldfield school.</p>	<ul style="list-style-type: none"> • All pupil premium students participate in wider school activities. Attendance at extra-curricular clubs and trips for students facing disadvantage increases significantly and we will continue to aim for 100% attendance. • Cultural capital experiences/activities integrated as part of schemes of learning to ensure opportunities are regularly offered. • Pastoral team to monitor attendance at all clubs and disseminate this information to staff. • Tutors and activity leads are regularly updated about attendance of PP students in extracurricular activities, so they can target, invite and encourage their PP students to participate. • PP students are prioritised, and parents are informed personally about events, trips, activities and clubs.

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: £ 317,346

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
Targeted 1:1 literacy tuition delivered by specialist Teaching Assistants.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <u>word-gap.pdf (oup.com.cn)</u>	1, 3	1:1 Literacy tuition delivered by specialist Teaching Assistants.	£20,006
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</u> <u>(educationendowmentfoundation.org.uk)</u>	1, 5	Tuition delivered by a qualified Maths teacher.	£6,790
One-to-one/ Small Group Tuition in the Skills Centre.	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</u> <u>(educationendowmentfoundation.org.uk)</u>	1,3,4,5	Teacher deployed into the skills centre to support students.	£28,818 (funded by the recovery grant).
Reading Plus programme (Years 7,8,9) *.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. <u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u>	1, 3	The curriculum is adapted for selected students by introducing the Reading Plus intervention. This is applicable to KS3.	£6,818

Tutoring for Year 10/11 students who are underachieving in subject specific areas e.g., Maths, English Science, MFL.	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. Small group tuition implemented. Intervention programme extended to include the Year 10 cohort.	Funded through recovery funding: £18,285
Internal Pupil Premium lead (Assistant Headteacher) time.		1, 2,3, 4,5, 6,7, 8,9		£68,528
Adaptive Teaching as a whole school focus across all subject areas.		1,3	This is identified and implemented through Learning Area Improvement plans 2023-2026. Includes data to support adaptive teaching e.g., NGRT Reading Tests.	£9,208

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 time span. <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 introducing 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 and Read of the Week to encourage and celebrate reading across the school.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. <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
Implementation of whole school subject specific vocabulary spelling tests during tutorial and lesson time across KS3.	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. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u>	1, 3	Literacy Lead ensures form tutors are informed of the termly agenda and provides material for form time for tutors to cover. This has included a book of curriculum wide subject vocabulary.	£0
Use of IXL learning software to improve Maths and English Levels of disadvantaged students	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. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u>	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
Year 11 PP students provided with additional revision resources including revision guides to aid independent study/revision.		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.	£4,600

			Purchase of stationery for all FSM students for Term 1 so they are school ready.	£900
			Purchase of calculators to support independent Maths study across all Key Stages.	£1000
			Purchase of ICT equipment to support independent study.	£900
			Purchase of revision guides to support GCSE studies.	£2,000
Revision technique sessions for PP students through tutorial programme and Year group assemblies.	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		£0
Mentoring sessions to be delivered to underachieving Year 11 students evidenced by their mock exams and AP1 performance data.	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</u> <u>(educationendowmentfoundation.org.uk)</u>	1, 3, 4, 5	Year 11 students' underachievement identified after mock examinations. 1:1 mentoring to create and implement an individualised action plan to address underachievement with PP students.	Funded through recovery funding £3,000
When Alternative Education is required appropriate resources and bespoke timetables are implemented.	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 interventions themselves can be split into three broad categories: <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. 	4, 7	Alternative Education placements to support differentiation of the curriculum (e.g. Rocksteady, Alternative Provision, College courses).	£20,800

	<ul style="list-style-type: none"> • 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions			
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</u> (educationendowmentfoundation.org.uk)</p>	1, 3, 5	1:1 tutoring led by tutors within Oldfield School.	£0
Year 10 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1	Mentoring – to follow on from Year 11 mentoring once Year 11 have finished school.	Included in Year 10 mentoring funding.
Small group tuition with subject specific teaching staff in English, science and maths for Year 11 students identified as underachieving.	<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	Year 11 students' underachievement identified after mock examinations by Leaders of Learning and PP Lead Coordinator. Small group tuition implemented.	Funded through recovery funding
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>	1,4, 6	Students have access to careers advice through 1:1 meetings with the Careers Advisor. 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.	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. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	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 Officers with a specific Pupil Premium workload.		2, 4,7	Working with PP families where attendance is below target.	£14,307
Curriculum access team.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring 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:	4, 6, 8	To provide 1:1 and small group interventions for KS4 SEMH students. (60% of costs)	£16,800 Funded through Recovery Funding.

	<u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>			
Alternative Provision Manager.	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</u> (educationendowmentfoundation.org.uk)	1, 4, 7	60% of staffing costs of AP Manager.	£20,603
Assistant Heads of Year (KS3 & 4) used to support SEMH students on 1:1 basis.	<u>Social and emotional learning EEF</u> (educationendowmentfoundation.org.uk) <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2,4, 7	Non-teaching Assistant Heads of Year with a focus on interventions to support PP students (40% of costs).	£23,661
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</u> (educationendowmentfoundation.org.uk)	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.	£12,181
SEND Assessments.		9	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	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	4		£0

develop resilience and self-esteem.	aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring			
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. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 7	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		£3,000
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, 8	Breakfast club to run from 7.45am to 8.15am each weekday.	£11,251

Uniform		2, 4		£8,000
Raise awareness of the importance of excellent attendance through assemblies/ rewards.		1, 2, 4, 6	Attendance rewards to promote excellent attendance and promote improvements in attendance.	£1,000
			Whole or part costs of extra-curricular trips in and outside of the UK to raise student aspirations and develop their cultural capital.	£2,500
			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.	£500
			Rewards to promote high expectations / aspirations.	£200

Total budgeted cost: £315,005 Contingency: £2,341

Pupil premium funding: £250,500 Recovery funding: £67,346

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 2022 to 2023 academic year.

Intended outcome	Success criteria
Narrow the gap in attainment between non-disadvantaged and disadvantaged students across the curriculum at the end of KS4.	2022/2023 KS4 outcomes demonstrate that disadvantaged students achieve: <ul style="list-style-type: none">A8 Score 35.4
Level 5+ English and Maths – PP 24%	

Intended outcome	Success criteria
To achieve and sustain improved attendance for our disadvantaged students.	Sustained high attendance (in line with or higher than national figures) from 2022/23 demonstrated by: <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.
Reducing the attendance gap between disadvantaged students and their non-disadvantaged peers to less than 5% - the attendance gap was 7.9% for the Year 2022/2023.	

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged students across KS3.	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. <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.2023 – PP Level 5+ English Language – 38%.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2022/2023 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.
<p>The introduction of the Breakfast Club has supported the well-being of students. Daily registers detail significant increases in attendance. Audits of extra-curricular clubs detail disadvantaged student engagement and this has been increasing throughout the year. Whole school student voice surveys were collected and acted on, and parental surveys detailed that the majority of students were happy at Oldfield School.</p>	

Intended outcome	Success criteria
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"> • 2023 Level 5+ Maths 28%.

Intended outcome	Success criteria
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.
<p>The school has offered online and in school parent evenings. This was an aim to re-engage with our hard-to-reach families and invite those families into school to meet with the class teachers. Production and music performances were well attended by parents. All parents were contacted by Heads of Year before parents evening and appointments were booked in advance.</p>	

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.