

Part B:

Review of outcomes in the previous academic year 2023/2024

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our evaluation of the approaches delivered last academic year indicates that the following aspects of our strategy needed adapting for 2024/25, based on their effectiveness:

Progress:

The data demonstrated that the progress of our disadvantaged students is below that of their non disadvantaged peers. A number of students, who were educated in Alternative Provision providers, such as HERS (Hospital Education Reintegration Service) or were classed as severely absent due to emotional based school avoidance made significantly less progress.

Analysis of 2024 results:

The progress 8 score for the x 37 PP students who attended school -0.40.

These students engaged with school and worked with our new interventions. These interventions included: appointment of key new staff (Assistant Headteacher focused on PP provision, PP coordinator, Attendance support), building strong relationships, focus on high quality teaching, subject intervention, changing of year 11 tutor groups to deliver core support in English and Maths, pre exam preparations and resources, engaging our parents and carers by delivering meetings and information evenings in Southside Community Centre, mentoring and one to one personalised support and extra lessons with external experts.

The progress 8 score for the x 14 PP students who did not attend school, (due to external circumstances such as HERS, attending an alternative provision or emotional based school avoidance) -2.63

The overall Progress 8 score -0.90

The data demonstrates that the students who are engaged with school and worked with our new interventions made considerable progress. However, the significant number of students who were educated in Alternative Provision providers, such as HERS (Hospital Education Reintegration Service) or were

classed as severely absent due to emotional based school avoidance, made significantly less progress. This data has informed the adaption of our strategy 2024/2025 to focus improved support for attendance.

Attendance:

Oldfield’s attendance data 2023/2024 indicates that attendance among disadvantaged students is lower when compared to our non-disadvantaged students.

Whole School Attendance 2023/24	89.4
Non-PP Student Attendance 2023/24	93.1
PP Attendance 2023/24	78.2

We are aware that PP Students, having an average attendance of approximately 80% means that on average PP students missed one day (five hours) of education each week, this would have significantly impacted their ability to make sustained progress.

This data demonstrates that it is essential that our Pupil Premium strategy 2024/2025 focuses on a reduction in the percentage of PP students being classed as Persistently Absent or Severely Absent from school. **See updated PP Strategy 2024/2025** for new attendance plans.

Reading and Literacy:

Our data informed us that the reading and literacy skills of our disadvantaged students in 2023/2024 were adversely affected by lower attendance, limited access to early reading opportunities, cultural experiences and wider experiences of the world.

% of all students below Reading ARE, (age related expectations) 2023/24	24
% of PP students below Reading ARE 2023/24	40

The data demonstrates the need for robust reading assessment data and subsequent strategies put in place to improve reading ages in 2024/2025 PP strategy, so students can successfully access the curriculum. The introduction of the whole school reading strategy 2024/25, RLAC - **“Read Like a Champion,”** focuses on “Word of the Week” tier 2 vocabulary and “Oldfield Reads,” and the embedding of a whole school culture and celebration of reading will promote independent reading skills and encourage students and staff to recognise the importance of reading and literacy. See updated PP Strategy 2024/2025 for new reading and literacy plans.

Wellbeing and Mental Health Support:

Our aim is to achieve and sustain improved wellbeing for all students, including those who are disadvantaged. Our data from 2023/2024 informs us that our disadvantaged learners are exponentially represented with CPOMS referrals and wellbeing needs. In 2023/24 41% of referrals were linked to students in receipt of pupil premium. Moving forward we will continue to ensure students with complex needs are supported by school counselling teams, pastoral teams and medical teams and external agencies are contacted to provide specialist support when required. Where students or their families require early help, this will continue to be identified and promptly put in place. The school will take on the role of lead professional where required and make referrals to external agencies. See PP Strategy 2024/25 for more details.

Behaviour:

The school has recognised that there are a disproportionate number of pupils from under resourced backgrounds being sanctioned in 2023/2024 and so we have developed our approach in many ways to ensure there are fewer suspensions and behaviour points for all students as a result of increased behaviour support in school for 2024/25. **See updated PP Strategy 2024/2025** for new behaviour support plans.

Parent/Carer Engagement:

The data demonstrated that across all year groups parent/carers engagement in parent evenings and school meetings improved in the second half of the year. An overview of conclusions drawn from this analysis suggests that the significant increase followed the appointment of the PP Coordinator in February 2024, who made regular contact with parents/carers and supported with booking appointments and the introduction of holding parent/carers information meetings at Southside Community Centre. For example, in 2022/2023 the percentage of Year 7 Students whose parents/ carers made appointments in Parents' Evening was 46%. The following year, 2023/24 (following new strategy being implemented), in the same cohort, 73% of parents/carers made appointments to Parents' Evening. We are aiming for higher numbers in 2024/25.

Targeted Interventions, (small group interventions with specialised Maths teachers):

The data demonstrated that students attending targeted intervention in Maths made progress following the interventions. Overall, Grade 3 students made the most progress in the intervention, particularly the higher tier students, with the intervention making a +0.4 difference to the students without intervention. All higher tier students on a 3 from mock 2 all achieved a grade 4 in the final exam. This clearly leads to a focus in 2024/25 on Grade 3 mock students at both higher and foundation tier. This group will be the focus in 2024/25 to replicate and improve this positive impact.

Summary:

Based on all the information above, the performance of our disadvantaged pupils did not meet the expectations we had. However, we are at present on course to achieve the outcomes we set out to achieve by 2026, as stated in the Intended Outcomes section of 2024/2025 strategy.

Our evaluation of the approaches delivered last academic year indicates that the new strategies we implemented were successful with the students who engaged with us. This highlights the need for our approach to continue our focus on high quality teaching, improved attendance, developed sense of belonging and developed resilience of students through positivity, rewards and praise, alongside targeted interventions, (see 2024/25 strategy).

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.

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)

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