

# Pupil premium strategy statement



This statement details our school's use of pupil premium (PP) funding (and recovery premium for the 2024 to 2025 academic year) to help improve the attainment and progress 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 KS3/KS4 students in school: <b>1110</b> Number of KS5 students: <b>167</b> Number of PP students: <b>258</b>
Proportion (%) of pupil premium eligible students	<b>23%</b> (258 students)
Academic year that our current pupil premium strategy plan covers (3 Year Plan recommended)	Year 1 - 2023/2024 <b>Year 2 – 2024/2025</b> Year 3 – 2025/2026
Date this statement was published	Oct 2024
Date on which it will be reviewed	March and August 2025
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	£267,484
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

### Statement of intent

#### **Intent:**

Oldfield school's intention is that all students, irrespective of their background or the challenges they face, are given opportunities and support to achieve the highest of standards in their educational experience. We believe in equity for all learners and we endeavour to provide appropriate opportunities to improve the attainment, progress and life opportunities for our PP students.

#### **Implementation:**

We use an individualised and personalised approach to ensure we **build good relationships** with all students to support holistically their school experiences. Improving **attendance** and **high-quality teaching** are our key focuses, as these have been proven to have had the greatest impact on closing the disadvantage attainment gap, according to Education Endowment Foundation (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 interventions** 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 in a safe environment and have clear **future pathways** and aspirations in order to flourish in life after school.

Our PP strategy seeks to improve the attendance of our disadvantaged students, their engagement with extracurricular opportunities and to provide welfare support for some of our families. Implicit in the intended outcomes detailed below, is the aim that non-disadvantaged students' attainment, progress and **well-being** will be sustained and improved alongside our plans for progress of their disadvantaged peers.

#### **Impact:**

Through individual planning and strategic intervention, support and monitoring, our PP students will flourish in and out of school and have aspirations and plans for life beyond school.

### Challenges

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

Challenge number	Detail of challenge
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<p><b>1. Progress</b></p>	<p><b>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.</b></p> <p><b>Analysis of 2024 GCSE results:</b></p> <p>The progress 8 score for the x37 year 11 PP students who attended school: -0.40 ( above National Average Data).</p> <p>These students engaged with school and our new interventions, which included:</p> <ul style="list-style-type: none"> <li>• appointment of key new staff (Assistant Headteacher focused on PP provision, PP coordinator, Attendance support),</li> <li>• building strong relationships,</li> <li>• focus on high quality teaching,</li> <li>• subject interventions,</li> <li>• changing year 11 tutor groups to deliver core support in English and Maths,</li> <li>• pre-exam preparation and resources,</li> <li>• engaging parents and carers by delivering meetings and information evenings in Southside Community Centre,</li> <li>• mentoring,</li> <li>• one-to-one personalised support, and</li> <li>• extra lessons with external experts.</li> </ul> <p>The progress 8 score for the x14 year 11 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</p> <p>The overall Progress 8 score for Oldfield’s PP students was: -0.90</p>
<p><b>2. Attendance</b></p>	<p><b>Oldfield’s attendance data indicates that attendance among disadvantaged students is lower when compared to our non-disadvantaged students.</b></p>

	<table border="1" data-bbox="450 172 1189 355"> <tr> <td>Whole School Attendance 2023/24</td> <td>89.4</td> </tr> <tr> <td>Non-PP Student Attendance 2023/24</td> <td>93.1</td> </tr> <tr> <td>PP Attendance 2023/24</td> <td>78.2</td> </tr> </table> <p data-bbox="450 435 2101 515">Attendance of approximately 80% means that on average each PP student missed one day (five hours) of education each week. This would have significantly impacted their ability to make sustained progress in their learning.</p>	Whole School Attendance 2023/24	89.4	Non-PP Student Attendance 2023/24	93.1	PP Attendance 2023/24	78.2
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Non-PP Student Attendance 2023/24	93.1						
PP Attendance 2023/24	78.2						
<p data-bbox="114 571 315 643"><b>3. Reading and Literacy</b></p>	<p data-bbox="450 563 2069 635"><b>The reading and literacy skills of our disadvantaged students are adversely affected by lower attendance, limited access to early reading opportunities, cultural experiences and wider experiences of the world.</b></p> <table border="1" data-bbox="450 703 1189 890"> <tr> <td>% of all students below reading age related expectation (ARE) 2023/24</td> <td>24</td> </tr> <tr> <td>% of PP students below reading ARE 2023/24</td> <td>40</td> </tr> </table>	% of all students below reading age related expectation (ARE) 2023/24	24	% of PP students below reading ARE 2023/24	40		
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<p data-bbox="114 1015 342 1086"><b>4. Wellbeing and Mental health</b></p>	<p data-bbox="450 1007 1883 1034"><b>There is a significant increase in students with complex needs, including social and emotional mental health.</b></p> <p data-bbox="450 1058 2107 1129">44% of CPOMS (Child Protection Online Monitoring System) referrals were for PP students despite them making up only 23% of the student body.</p>						
<p data-bbox="114 1209 286 1236"><b>5. Numeracy</b></p>	<p data-bbox="450 1201 2092 1273"><b>The progress of disadvantaged students at KS4 is below that for non-disadvantaged. However, last year's data shows that, for those PP students who attended school, their Progress 8 score for Maths was -0.01</b></p> <p data-bbox="450 1345 1509 1372">There is a smaller uptake of disadvantaged students studying A level mathematics</p>						

<b>6. Careers</b>	<p>Lower aspirations of PP students regarding careers and post 16 education.</p> <p>Lower parent/carer engagement with the school.</p>
<b>7. Behaviour</b>	<p>A disproportionate number of pupils from under resourced backgrounds are being sanctioned under the school's Behaviour Policy.</p> <p>Disadvantaged students receive more behaviour points and exclusions from school.</p>
<b>8. Enrichment and Engagement</b>	<p>Our PP students do not access the same variety of extracurricular clubs, trips and residentials, holiday and cultural experiences as our non-PP students.</p> <p>Lower parent/carer engagement in school and learning.</p>
<b>9. SEND</b>	<p>A significant number of our disadvantaged children have multiple disadvantage factors, including SEND needs.</p> <p>Across the school 113 of our PP students in 2023/24 have additional SEND needs.</p>

## Intended outcomes

This section 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/ how we will measure.
<p><b>1. PROGRESS:</b> <b>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.</b></p>	<ul style="list-style-type: none"><li>• Improved progress in reports, assessments and examinations for our disadvantaged learners.</li><li>• Assessment Point data identifies students in need of intervention and support required, and PP students show progression.</li><li>• Small group intervention and additional sessions offered and tracked.</li><li>• Improved student engagement in the range of interventions. For example, students supported to access Super Curriculum resources and attend Study Zone sessions. Attendance will be tracked.</li><li>• Study Skills delivered through our Tutor Programme.</li><li>• Student voice/engagement shows that students are confident approaching exams.</li><li>• SLT mentoring of PP students in KS4, leading to higher engagement of PP students with their learning and a better awareness and tracking of their how they learn best and their termly targets.</li><li>• Timetabling and staffing carefully considered to ensure all students receive continuity of teaching and curriculum delivery.</li><li>• Learning walks and lesson 'drop ins' reflect the school's staff training and Continuing Professional Development (CPD) sessions on adaptive teaching. High quality PP work celebrated regularly in the staff bulletin, reflecting high expectations for all.</li><li>• Students are equipped and encouraged to be ready to learn - equipment is provided when needed, for example stationery and calculators. Tutors check this daily.</li><li>• Attendance and engagement at study skills evenings and information evenings is tracked and improved.</li></ul>

	<ul style="list-style-type: none"> <li>• High Quality Lessons through regular CPD are put into place to support High Quality Teaching across the curriculum. For example:</li> </ul> <p><b>Term 1&amp;2 2024</b></p> <ul style="list-style-type: none"> <li>• <i>INSET sessions on adaptive teaching and literacy strategy.</i></li> <li>• <i>INSET sessions on core techniques for adapting teaching to support teacher understanding and reduce workload – supporting all students to achieve, with a focus on disadvantaged.</i></li> <li>• <i>Quality Assurance (QA) process – Heads of Subject observations and SLT drop-ins. Continuing all year.</i></li> <li>• <i>CPD route sign-up, giving staff a choice of area to focus on in achieving high-quality teaching.</i></li> <li>• <i>Teaching &amp; Learning (T&amp;L) meetings, with focus on specific adaptive teaching techniques.</i></li> </ul> <p><b>Term 3&amp;4 2025</b></p> <ul style="list-style-type: none"> <li>• <i>INSET focus on high-quality and adaptive teaching.</i></li> <li>• <i>Continuation of CPD routes to support high-quality teaching and learning</i></li> <li>• <i>T&amp;L meetings with focus on specific adaptive teaching techniques.</i></li> </ul> <p><b>Term 5&amp;6 2025</b></p> <p><i>Culmination of CPD route and evaluation of impact on teaching and learning</i></p>
<p><b>2. Attendance</b>  <b>PP student attendance is improved and sustained in line with the school’s attendance target. and above national average attendance.</b></p>	<ul style="list-style-type: none"> <li>• Attendance of PP students increases and the gap in attendance between PP and non-PP students has decreased.</li> <li>• A tracked reduction in the percentage of PP students being classed as Persistently Absent or Severely Absent from school.</li> <li>• Develop more of a sense of school belonging for PP students. Measured by increased attendance, and participation in extracurricular activities.</li> <li>• Develop the resilience of students through positivity, rewards and praise.</li> <li>• Creation of a rewards system for attendance which recognises all students whose attendance is improving.</li> <li>• Attendance Team / XJD to be aware of who their PP students are, and who are classed as persistently absent or severely absent.</li> <li>• Attendance is a regular agenda item at both pastoral and all staff meetings.</li> <li>• Staff are trained on how to support PP students who are struggling with emotional based school avoidance (EBSA).</li> </ul>



	<ul style="list-style-type: none"> <li>• Systems are in place which enable various teams across the school to have a 'Plan, Do, Review' approach to supporting attendance.</li> <li>• The school adopts a supportive approach to dealing with poor attendance, which has a focus on removing barriers.</li> <li>• The school provides parents whose children who are struggling to attend school with information on where they can seek external support.</li> </ul>
<p><b>3. Reading and Literacy.</b>  <b>All students are supported to improve their reading and levels of literacy enabling them to fully access the curriculum.</b></p>	<ul style="list-style-type: none"> <li>• Reading scores show a reduced gap between PP and non-disadvantaged learners. Reading ages are assessed by New Group Reading Test (NGRT) assessments, and strategies are put in place to improve reading ages, so students can successfully access the curriculum.</li> <li>• Staff all recognise and embrace the fact that we are 'all teachers of literacy' through INSET and additional CPD training. This is reflected in staff voice, lesson 'drop ins 'and improved student reading ages.</li> <li>• Staff adapt their lessons using the whole-school reading strategy <b>Read Like a Champion (RLAC)</b>. This is demonstrated in staff and student voice, lesson drop-ins and improved student reading ages.</li> <li>• Promotion of a whole-school reading and literacy culture and celebration of reading. Every week students focus on 'Word of the Week' tier 2 vocabulary and 'Oldfield Reads', a short text read together by all students, to promote independent reading skills and encourage students and staff to recognise the importance of reading and literacy. This is reflected in schemes of work, lesson observations and student voice.</li> <li>• Reading interventions are delivered by specialist staff to all students who are a year or more below ARE, resulting in improved student reading ages evidenced by regular testing.</li> <li>• Students identified in Year 7 by NGRT and Wide Range Achievement test (WRAT) tests as a year below ARE follow the 'Reading Plus' programme in KS3, and Functional Skills in KS4. Data from these groups show improved student reading ages.</li> <li>• A phonics programme delivered by our Nurture teacher to students identified as requiring this focus. Regular testing shows improved student reading ages.</li> </ul>
<p><b>4. Wellbeing and Mental Health.</b>  <b>To achieve and sustain improved wellbeing for all</b></p>	<ul style="list-style-type: none"> <li>• Where students or their families require early help from external agencies this will be identified and promptly put in place and tracked. The school will take on the role of lead professional where required and make referrals to external agencies. Relationships are maintained and developed with external agencies to ensure our students can access support when necessary.</li> </ul>

<p><b>students, including those who are disadvantaged.</b></p> <p><b>Students with complex needs are supported by school counselling teams, pastoral teams and medical teams.</b></p> <p><b>External agencies are contacted to provide specialist support when required.</b></p>	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> <li>• As complex needs are addressed, PP students' attendance improves and they make expected progress.</li> <li>• Reduced levels of wellbeing concerns are raised.</li> <li>• Positive relationships between staff and students are built, to provide students with consistency and support.</li> <li>• PP profiles are used by staff to gather more information about a students' interests, aspirations and ambitions.</li> <li>• Students know who their 'trusted adult' is, and can ask for emotional or practical help &amp; support.</li> <li>• Counselling services are expanded where possible, to provide support for students every day.</li> <li>• Pastoral and SEND teams meet twice a term to discuss students holistically and document agreed interventions, actions and appropriate support.</li> <li>• Students are regularly taught ways to support their physical and mental health and wellbeing (including sleep, diet, healthy lifestyles and relationships) through our PSHE curriculum and Tutor programme.</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations show sustained high levels of wellbeing.</li> </ul>
<p><b>5. Numeracy</b></p> <p><b>All pupils to achieve a mathematical qualification by the end of year 11 (functional or GCSE).</b></p>	<ul style="list-style-type: none"> <li>• Interventions to support disadvantaged students will be put in place during tutor time in year 11.</li> <li>• Progress of disadvantaged pupils to match the rest of the school.</li> <li>• PP students will be prioritised to take part in Maths trips/visits.</li> <li>• Further monitoring of PP students following internal assessments, and greater awareness from staff of who these students are (via seating plans and assessment data).</li> </ul>
<p><b>6. Careers</b></p> <p><b>All KS4 PP students have access to careers advice.</b></p>	<ul style="list-style-type: none"> <li>• All PP students at KS4 will be prioritised for 1:1 career advice.</li> <li>• PP students will be prioritised for all internal and external careers events.</li> <li>• Additional support to be provided for Year 10 PP students to secure work experience placements.</li> <li>• Year 11 progress data will be shared with pastoral/ tutor teams, with an emphasis on ensuring PP students have a secure post-GCSE educational/career next step.</li> </ul>
<p><b>7. Behaviour</b></p> <p><b>Behaviour of disadvantaged students improves.</b></p>	<p><b>The school has developed our approach to behaviour for learning to ensure there are fewer suspensions and behaviour points for all students, as a result of increased behaviour support in school. Actions include:</b></p>

**PP pupils are not disproportionately achieving more behaviour points, isolations and suspensions from school/lessons.**

- SLT and HOYs to explore in greater detail approaches to supporting pupils who are identified as PP/disadvantaged. Have those in charge of decision making, fully exploited the resources available to pupils to support a change in behaviour, before using the sanction of suspension? For example:
- Working with our PP support members of staff;
- Clear recognition and acknowledgement of various contexts that may have affected the behaviours displayed;
- Development of THRIVE strategies across the school, especially for students who are likely to have experienced adverse childhood experiences (ACE), e.g. those who are disadvantaged.
- Redesigning of our suspension form to explicitly ensure that we have checked the PP status of pupils before making sanction decisions.
- Pastoral meetings to be more pupil focussed rather than systems focussed. Change to fortnightly 1.5 hr meetings (from 45-minute weekly meetings), where we collaboratively discuss pupils and appropriate support. PP Team are invited to these meetings.
- Greater use of the Local Authority (LA) to support pupils e.g. the Inclusion Team, to help reduce suspensions and train teachers.
- Explore and track the use of volunteer mentors to help support some of our most vulnerable students (in terms of suspension figures) - positive adult role models can have a great impact.
- Pastoral teams to monitor behaviour points and exclusion data, and work with targeted students by providing required support, so all students can access lessons and achieve their best.
- Staff are informed of the difficulties impacting disadvantaged students in particular, and plans are developed to support them to remain in school and in lessons.
- CPD to be provided for all staff about high expectations and behaviour management. This is reflected in staff voice, lesson drop ins and improved attendance data.

**Measured by: suspension rates for PP students to decrease / be in line with the proportion of PP students in the school.**

<p><b>8. Enrichment and Family Engagement:</b></p> <p><b>Disadvantaged children to enjoy the wide range of enrichment activities, events, residential and trips on offer at Oldfield school.</b></p> <p><b>Parents/carers of disadvantaged learners are engaged with the school, feel welcome and are aware of their child/children's learning.</b></p>	<ul style="list-style-type: none"> <li>• All students to be invited to participate in wider school activities. Data shows attendance at extra-curricular clubs and trips for students facing disadvantage increases significantly, and we will continue to aim for 100% attendance.</li> <li>• Cultural capital experiences/activities integrated as part of schemes of learning to ensure opportunities are regularly offered.</li> <li>• Pastoral team to monitor attendance at all clubs and disseminate this information to staff and activity leaders, so they can target, invite and encourage their PP students to participate.</li> <li>• PP students are prioritised when planning activities, and parents are informed personally about events, trips, activities and clubs.</li> <li>• PP attendance at school events to be rigorously monitored, to inform strategies to engage parents/carers in school.</li> <li>• All PP parents to be contacted before parents' evening to encourage attendance. Attendance at school events improves- such as parents' evenings, study skills evenings, school productions and music performances, and parent surveys indicate that a positive relationship with PP families has been established, and support is received for a wide range of needs.</li> <li>• School events are held in different locations across the city, and are well attended by our PP families.</li> <li>• All 'hard to reach' PP parents identified in conjunction with student's primary school during term 6 before entry to Y7, and contacted by the transition team.</li> <li>• Pastoral teams and tutors regularly contact home to maintain links, communication and relationships.</li> </ul>
<p><b>9. SEND:</b></p> <p><b>Pupils are supported to access the curriculum and their SEND needs are met through interventions from the Inclusion Team and individualised support. They are aware of, and supported towards meeting the high expectations from all staff.</b></p>	<ul style="list-style-type: none"> <li>• PP students' SEND needs are assessed and clear, evidenced interventions are put in place.</li> <li>• As their SEND needs are being addressed, PP pupils to make expected or above expected progress.</li> <li>• Pastoral Teams liaise regularly with the SEND team, to ensure clear plans are in place for targeted support.</li> <li>• Teaching and support staff use SEND and PP 'Pupil Passports' to support their teaching by implementing strategies advised by SEND and pastoral teams, therefore maintaining high expectations of all students.</li> <li>• Staff CPD includes training on supporting students. For example, ADHD training.</li> </ul>

## Activity in this academic year

This section details how we **intend** to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 133,762.90

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
1. Targeted 1:1 reading and literacy tuition delivered by specialist Teaching Assistants.	Reading comprehension strategies have a high impact and on average can increase progress by +6 months. Alongside phonics it is a crucial component of reading instruction. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. (EEF)	1, 3	Reading intervention is delivered by specialist staff to all students who are a year or more below ARE.	£27,220
2. Appointment of Nurture Teacher	Nurture teacher appointed to support learning of students below ARE in KS3.	All	Phonics, literacy and numeracy programmes are delivered by our Nurture teacher to students who are identified as requiring this focus	£51,428
3. Time allocated for Literacy Lead to lead 'Word of the Week' activities, and to promote Tier 2 vocabulary across the whole school. Also, time for implementing	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, thereby being able to more readily access the curriculum. (EEF).	1, 3	Literacy Lead ensures form tutors are informed of the termly agenda and provides material for tutor activities and leads Read Like a Champion.	£3,389

<p>'Oldfield Reads' to encourage and celebrate reading across the school.</p> <p><b>Whole School Reading Strategy RLAC</b></p>				
4. 1:1 Maths tuition delivered by a qualified Maths teacher.	Tuition targeted at those students identified as having specific needs and knowledge gaps can be an effective method of supporting low attaining pupils or those falling behind (EEF).	1, 5	Tuition delivered by a qualified Maths teacher.	£3,210.40
5. School led tutoring/ intervention for Year 10/11 students who are underachieving in subject specific areas	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, (EEF).	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.	£15,000
6. Appointment of Assistant Headteacher.	PP Lead works with the school community to identify, monitor and lead strategies to support equity across the school.	All		£25,515.5 (25% of time- other responsibilities include Literacy, Wellbeing and English Teaching).
7. Adaptive Teaching is a whole school	High Quality Lessons, through regular CPD are implemented to support High Quality Teaching across the curriculum.	1,3,5,7,9	Regular CPD and staff training are implemented to support	£8,000

focus across all subject areas.	<p>Heads of Subject promote positive engagement and teaching strategies with PP students. Heads of Subject track PP students' progress and liaise with PP Lead to help signpost needs for targeted intervention.</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF</p>		High Quality Teaching across the curriculum.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67,481.25

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
8. Reading Plus programme (Years 7,8,9). To identify literacy barriers and reduce the gap through targeted and individual intervention.	Students identified in Year 7 by NGRT and WRAT testing as a year or more below ARE follow the Reading Plus programme in KS3. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.	1, 3	All students identified in Year 7 by NGRT and WRAT testing as a year below ARE to follow the Reading Plus programme in KS3. The curriculum is adapted for selected students.	£0 (paid in 2022 - 3 year contract)
9. 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,( EEF).	1, 3 ,4, 5		£0

10. 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, (EEF).	1,3,4,5,7	Teacher deployed in the Skills Centre to support students.	£31,200
11. Mentoring sessions to be delivered to underachieving Year 11 students identified from 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, (EEF).	1, 3, 4, 5	Year 11 students' underachievement identified after mock examinations. 1:1 mentoring by staff to create and implement an individualised action plan to address underachievement.	£0
12. One to one targeted meeting with our Careers Advisor and external agency support for all Year 11 PP students, prioritising those who are at risk of becoming Not in Education Employment or Training (NEET).	To support student aspirations for careers, university, and further education. Raising aspirations is often believed to incentivise improved attainment, (EEF).	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.	£3,408.25
13. Appointment of Pupil Premium Coordinator.	PP Leads work together with the school community to identify, monitor and lead interventions and strategies to support equity across the school.	All		£32,873



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

Budgeted cost: £66,239.85

Activity	Evidence that supports this approach	Challenge number(s) addressed	Intervention	Budgeted Cost
14. Disadvantaged students provided with additional resources, including uniform and revision guides to aid independent study/revision.	Providing students with uniform and equipment so that they are ready to learn will support students in accessing and the feeling of belonging in school.	All	Purchase of stationery and consumables to support independent study including KS4 revision packs, ingredients for Food Technology and Art and Technology packs. Uniform grant provided. Purchase of calculators to support independent Maths study across all Key Stages. Purchase of ICT equipment to support independent study.	£8,518.92
15. Music Lessons	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported, (EEF).	8	Students to be targeted for musical lessons to help support engagement with school and learning.	£3,200
16. When Alternative Education provision is required,	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. These interventions are aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-	4, 7,8	Alternative Education placements to support differentiation of the curriculum (e.g. Rocksteady,	£6,922.50

<p>appropriate resources and bespoke timetables are implemented.</p>	<p>social activities. The interventions themselves can be split into three broad categories:</p> <ul style="list-style-type: none"> <li>• Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</li> <li>• Universal programmes which seek to improve behaviour and generally take place in the classroom and</li> <li>• More specialised programmes which are targeted at students with specific behavioural issues.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>		<p>Alternative Provision, College courses).</p>	
<p>17. Supporting Attendance.  Appointment of Attendance Support Officer to support PP attendance</p>	<p>There are clear links between attendance, attainment and behaviour. Attendance is a challenge and priority for schools up and down the country, (EEF).</p>	<p>2, 4,7</p>	<p>Attendance Officer supporting families and students. Attendance rewards to promote excellent attendance and encourage improvements in attendance.  Short term support with transport costs so that the journey to school does not become a barrier to attendance.  Rewards to promote high expectations and aspirations.</p>	<p>£150</p>
<p>18. Alternative Provision Manager and Skills Centre provision.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Universal programmes seek to improve behaviour and generally take place in the classroom. More specialised, bespoke programmes are targeted at students with specific behavioural issues.</p>	<p>All</p>	<p>Bespoke Curriculum for students in Skill Centre to support access to learning.</p>	<p>£16,490 (40% of time)</p>

19. Assistant Heads of Year (KS3 & 4) to develop social, emotional and wellbeing support for students, including mentoring.	Social and emotional learning   EEF (educationendowmentfoundation.org.uk)	2,4, 7,8	Availability of in school support increased with non-teaching Assistant Heads of Year with a focus on interventions to support PP students.	£23,661 (1/3 of time)
20. Breakfast Club	An EEF impact evaluation of the Breakfast Club programme found that offering pupils a free and nutritious meal before school can impact their reading, writing, and maths attainment by an average of two months.	1, 4, 8	Breakfast club to run from 7.45am to 8.15am each weekday.	£7297.43
21. Enrichment. Trips and Visits.	Enrichment activities, even without a specific focus on learning can have an impact on attainment. These interventions may also be beneficial for their own sake outside of any attainment impacts,(EEF).	8	Support for whole or part costs of extra-curricular trips in and outside of the UK to raise student aspirations and develop their cultural capital.  Part or all costs of curriculum trips that are vital for successful delivery of the curriculum.	OSA Funding

**Total budgeted cost: £267,484**