

TRUST·ED
Schools' Partnership



Oldbury Wells

Pupil Premium Strategy 2020-2021

Supporting Documents

- Pupil Premium Action Plan and Review Documentation.

Context

Every child has the right to equal opportunities whilst at Oldbury Wells School and within the education system as a whole. Despite the fact that every individual student's personal circumstances differ, Oldbury Wells strives to ensure that all students receive the same high-quality education and opportunities during their time in school

We aim to further strengthening opportunities through our disadvantaged strategy to focus on narrowing the gap between those students who are disadvantaged and non-disadvantaged.

Our whole school approach includes having a clear closing the gap strategy, with all staff having a good awareness of identified students across all year groups.

At Oldbury Wells we have 171 students (18.8% of school population) who will benefit directly from the disadvantaged strategy.

We aim to not only reduce the achievement gap between disadvantaged students and non-disadvantaged students but ensure that this gap is consistently reduced with these standards being maintained.

What is the Disadvantaged Strategy Pupil Premium fund?

The Disadvantaged Pupil Premium Funding is additional budget which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') or have been in local authority care at any point. It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Government state that head teachers and school leaders should decide how to use the Pupil Premium. The school is held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium

The DFE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

Local authorities are responsible for looked after children and make payments to schools and academies where an eligible looked after child is on roll.

At Oldbury Wells parents are provided with information to register their child as eligible for FSM during the transition process at the end of Year 6 and through articles in the School's Journal during the year. It is important for parents to be aware of their entitlement and how this could further support the progress of their child in school.

How much Pupil Premium Funding is allocated?

In the academic year 2021/22 the Pupil Premium Grant is available as follows:

- £955 Pupil Premium per pupil (Pupils in years 7 to 13 recorded as Ever 6 FSM)
- £2345 Looked after Children (LAC)
- £2345 Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order
- £300 Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children)

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Strategy.

The schools Pupil Premium Strategy Action Plan outlines current developments in school which aim to respond to effective use of funding to support those in receipt.

The Purpose of the Pupil Premium Strategy?

Statistics indicate that in England and Wales there is a significant gap in the academic performance (attainment and progress) of pupils who receive free school meals (and/or who are looked after) and those who are not. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that many Pupil Premium (PP) pupils do exceptionally well in school.

As such, we have used the Pupil Premium funding in a number of different ways, as outlined in this document. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. We will also make sure decisions about the spending of Pupil Premium funding is based on educational research and that data analysis and knowledge of children is used to identify barriers and individualise intervention.

At Oldbury Wells we have categorised our strategies into three areas:

1. Raising aspirations,
2. Improving confidence/self-esteem
3. Academic strategies.

We ensure that appropriate provision is made for students who are identified as vulnerable in school; this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We will however ensure that any such group will have within it identified FSM children

Pupil Premium funding will be allocated following appropriate needs analysis and will identify clear outcomes for individuals or groups. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of individual targeted interventions at any one point in time. The whole school structure as identified in the following information supports all children including those who are clearly identified.

Key Priorities

- To ensure that at the heart of all developments is Quality Teaching and Learning.
- To develop a range of whole school strategies to ensure each of our students get what 'they' need to succeed.
- To ensure a good awareness of identified disadvantaged students through the use of Satchel One so teachers can take responsibility for accelerating their progress.
- Develop effective strategies within the classroom (as highlighted within the Sutton Trust Tool Kit) such as effective questioning and appropriate differentiation.
- Ensure Effective Feedback is used by all staff in lesson aimed at developing formalised language whilst ensuring all students receive outstanding feedback
- Using achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked.
- Maximizing the time children have to "catch up" through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy), extending learning out of school hours (e.g. breakfast club, homework club).
- Working in partnership with the parents of pupils to ensure their success.
- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- Ensure the Heads of Year for each year group champion the educational needs of disadvantaged pupils and ensure the implementation of this policy.

These priorities, whilst being aimed at our Pupil Premium cohort, also have a direct impact on all of our students, our aim is to continually raise the bar for all students ensuring all students maximise their progress and attainment.

Historical Context

2019				2018				2017			
	Disadvantaged	Non-Disadvantaged	Gap		Disadvantaged	Non-Disadvantaged	Gap		Disadvantaged	Non-Disadvantaged	Gap
2019 Cohort				2018 Cohort				2017 Cohort			
Progress 8	0.38	0.25	0.13	Progress 8	-0.21	0.09	-0.3	Progress 8	-0.46	0.25	-0.71
Attainment 8	50.3	50.3	0	Attainment 8	43.1	48.9	-5.8	Attainment 8	39.4	50.4	-21
Basics 9-4 EM (%)	65	71	-6	Basics 9-4 EM (%)	65	69	-4	Basics 9-4 EM	35	73	-38
Basics 9-5 EM (%)	26	44	-18	Basics 9-5 EM (%)	18	41	-23	Basics 9-5 EM	17	44	-21
P8 English	0.29	0.17	0.12	P8 English	-0.26	-0.03	-0.23	P8 English	-0.57	-0.04	-0.53
P8 Maths	0.19	0.1	0.09	P8 Maths	-0.28	-0.17	-0.11	P8 Maths	-0.57	0.24	-0.81
P8 Ebacc	0.51	0.44	0.07	P8 Ebacc	-0.15	0.23	-0.38	P8 Ebacc	-0.48	0.24	-0.72
P8 Open	0.43	0.23	0.2	P8 Open	-0.18	0.12	-0.3	P8 Open	-0.27	0.46	-0.73

2020 CAG's (4 Matrix)			
	Disadvantaged	Non-Disadvantaged	Gap
2020 Cohort			
Progress 8	-0.01	0.59	-0.6
Attainment 8	42.2	52.3	-10.1
Basics 9-4 EM (%)	38	78	-40
Basics 9-5 EM (%)	24	58	-24
P8 English	-0.22	0.31	-0.53
P8 Maths	-0.4	0.28	-0.68
P8 Ebacc	0.43	0.88	-0.45
P8 Open	-0.05	0.7	-0.75

- There is a continuing upward trend in closing the gap. In 2018 PP students made an improvement of +0.25 from their overall P8 score in 2017. In 2019 PP students made an improvement of +0.59 from their overall P8 score in 2018, to have an overall P8 score that was positive and better, by +0.13 compared to Non-PP. Progress in all “buckets”, English, Maths, Ebacc and Others, showed a similar trend.
- Attainment of PP students in 2019 results matched that of Non – PP students. The gap reduced from -21 points in 2017, to – 5.8 points in 2018 to zero points in 2019.
- Improvement in basics (EM at 4+) is good. In 2017 the gap between PP and Non-PP students was 38%. In subsequent years, this has closed to 4% (2018) and 6% (2019).
- Improvement in basics (EM at 5+) is has remained static. In 2017 the gap between PP and Non-PP students was 21% in 2018, 23% and in 2019, 18%. This suggests that although PP students are accessing higher grades in other subjects there is still a barrier with English and Mathematics.
- Progress rates in all buckets has improved, although the Open Bucket remains a focus for the school to ensure that all curriculum pathways support all students progress.

Overall Success Criteria

The overarching principles of our work with PP students are as follows:

1. The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school.
2. The progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for non-disadvantaged pupils.
3. Reducing in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the other pupils in the school.
4. From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
5. Pupils make substantial and sustained progress throughout all year groups across many subjects, including English and mathematics.
6. Reducing the difference between the average points scores/average grade in GCSE English and mathematics for disadvantaged pupils and their peers.
7. Reducing any gaps between disadvantaged pupils and their peers in terms of reading by the end of Y8.
8. Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups.
9. All disadvantaged pupils to be in education, employment or training post-16 and post-18.

Pupil Premium Strategy 2020/21

Disadvantaged pupils at Oldbury Wells School commonly face the following barriers to achievement:

- Literacy – some are reluctant readers
- Learning resources – some students lack means to buy helpful study materials
- Low prior attainment
- Lack of engagement in traditional GCSEs
- Attendance and persistent absentees is higher for our PP group
- Transport to school: 70% students arrive by bus. Revision classes and after school clubs can be a barrier where parents don't have easy access to their own transport
- Confidence: Some pupils lack confidence and are reluctant to ask to help in class
- Material poverty in terms of resources for learning, space to work at home
- Low self-esteem, aspiration and lack of resilience
- Poor parental engagement
- Behavioral problems

There is a projected amount of £130,340 funding for pupil premium during the academic year 2020/21.

Cohort	Cohort Total	Total PPG	% of Cohort	Deprivation	Sevice Child	Looked after	Adopted	To Confirm
Year 7 (2025)	133	24	18.0					
Year 8 (2024)	173	48	27.7	41	4	1	0	2
Year 9 (2023)	161	31	19.3	22	4	1	1	4
Year 10 (2022)	148	34	23.0	29	0	0	0	5
Year 11 (2021)	185	29	15.7	24	2	0	0	3
Year 12 (2022)	49	2	4.1	2	0	0	0	0
Year 13 (2021)	61	3	4.9	3	0	0	0	0
Totals	910	171	18.8	121	10	2	1	14

The Pupil Premium Strategy Action Plan outlines how this expenditure will be used.

Additional Support

The school uses this money to support systems and processes which ensure the continued progress and academic achievement for our students. The school offers a range of programmes, projects and initiatives, which support the engagement, and involvement of disadvantaged students. Specific examples of such expenditure, which may or may not have already been referred to in the sections above, include:

- Tracking of students through a collaboration of the pastoral and academic members of SLT, SEN and student support workers.
- Close partnership work and a strategic plan with the schools EWO
- Enticements to achieve good attendance, (breakfast club)
- Intervention to resolve transport problems overcome for minority of persistent absentees.

- Financial support to encourage participation and inclusion in all areas of the curriculum - music, food technology, P.E., technology, art, etc.
- Financial support to encourage participation in a variety of enrichment activities
- Ensuring that the KS4 curriculum has a breadth of option subjects that improve engagement of the target group.
- Provision of transport (Mini-bus) to allow disadvantaged pupils access to revision sessions.
- Extra staffing in key subject areas (English and Maths)
- Priority attendance at revision and catch up classes.
- Improving self-esteem, through involvement in the feeder Primary schools reading and mathematics schemes
- Quality First teaching – CPD program with focus upon the disadvantaged
- Provision of resources required to study
- Revision materials for all subjects at KS4 and KS5
- Coordinated approach in each Key Stage to raising standards for PP pupils
- Reading catch up for students in KS3 who have fallen behind
- Ensure 100% of disadvantage pupils leave year 11 to suitable training / education
- To fund the use a variety of resources and key staff to ensure that students with low self-esteem and confidence are advised
- Use of mentoring academic and pastoral to ensure 100% of disadvantaged students complete their studies.
- Student voice to be taken with all PP students, and findings acted upon
- Specific motivational targets employed with negotiated rewards.
- Individual monitoring of students whose academic progress is low
- The provision of additional reward schemes for targeted students - particularly those in Year 11
- Part fund the school rewards systems to encourage and motivate disadvantaged students, specifically to ensure good attendance. Students to have specific targets such as maintaining an attendance of 96% in line with the national average for non-disadvantaged students, attending out of hours sessions and attending lunchtime catch up sessions

Educational Visits Criteria

We have very specific criteria for assessing the need for financial support for educational visits, school events and any kit required for these.

These consist of:

1. **Access** – the funding should enable the target group to access activities from which they would otherwise be excluded due to their inability to pay
2. **Additionally** – The funding should be used to make existing activities more accessible to the target group, and/or to commission new activities that better meet their needs.
3. **Involvement** – the target group and their parents/carers should be fully involved in choosing, designing and continuously improving a range of activities that are attractive and relevant. This should help to establish genuine control of the funding identified for them, in the same way as children and young people whose participation is not excluded by inability to pay.
4. **Open to all** – Any new activities created and delivered as part of the subsidy work should be available to all and should be paid for by those who can afford them.
5. **Creativity and personalisation** – for many of the target group there are barriers to participation other than purely financial, especially in these cases, school and other staff should be creative in developing personalised approaches that support individuals.
6. **Sustainability and on-going participation** – the funding arrangements for activities should be sustainable over time and be attractive to the target group to secure their on-going participation.

Application for extra funding needs to go through the Pupil Premium Panel it should include:

- Description of the project /event/support.
- Rationale
- Identification of expected outcomes.

The panel consists of the Assistant Headteacher responsible for PP, HOY and SENCO

The rationale for the deployment of funding has been decided by the school and is based on our provision mapping. These are:

- Effectiveness and impact so that progress and achievement is maximised for every pupil with a focus on closing the gap between targeted groups of learners
- Flexibility
- Fitness for purpose
- Value for money acknowledging appropriate accountability
- Equity
- Inclusivity

Outcomes and Impact

Outcomes and impact relating to the use of Pupil Premium funding can be found on our school website as part of the Pupil Premium Action Plan Review

Reporting and Monitoring

1. The outcomes of the pupil premium policy will be communicated via the link Governor and will include:
 - a. Information on the progress made towards narrowing the gap, by year group, for socially disadvantaged students
 - b. An outline of provisions which are made for targeted individuals and groups.
 - c. An evaluation of the cost effectiveness, in terms of progress made by pupils receiving a particular provision, when compared with other forms of support.
2. The link Governor will ensure that any key information is communicated to the Governing Body.
3. The school will ensure that the Pupil Premium Strategy and Action Plan (Including Review) is published on the school's website and contains clear evidence of the impact of the policy to support students' progress.
4. The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes and cost effectiveness.
5. The Headteacher will report annually to the governing body on how effective Pupil Premium spending has been and what impact has been made.
6. Information regarding Pupil Premium spending will be published on the school's website. To comply with DFE requirements this must include:
 - a. The level of pupil premium funding received in the current academic year and levels of funding received in previous academic years
 - b. How the School has spent the pupil premium and why it has decided to spend it in the way it has
 - c. Any difference made to the learning and progress of disadvantaged pupils as shown by performance data
7. A wide range of data will be used to monitor and report on progress – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
8. Assessment Data will be collected half termly so that the impact of interventions can be monitored regularly.
9. A designated member of the SLT maintains an overview of pupil premium spending.
10. A governor is given responsibility for pupil premium and reports to the Local Governing Body.

Enquiries.

Any questions / enquiries should be e-mailed into school for the attention of Mr Brown (bruce.brown@oldburywells.com) who will provide any further detail.