



## Onslow St Audrey's Strategy for Disadvantaged Students

### Pupil Premium Review of Spending 2018-2019

#### Allocation of Funding 2019-2020

### What is the Pupil Premium?

The Pupil Premium is additional funding allocated to publicly funded schools in England on behalf of students who are considered to be disadvantaged. The government introduced this funding in April 2011 and it is designed to help schools ensure they raise the attainment of these students, and ensure that disadvantaged students are able to progress as well as students who are not.

The table below indicates the funding allocated by the Department for Education for the academic year 2019:

DISADVANTAGE FACTOR	FUNDS ALLOCATE
Students in Y7-11 recorded as having had Free School Meals at any point in the last 6 years.	£935
Children Looked After by Local Authority Care.	£2300
Children in 'post-Local Authority' care, including those who have been Adopted from Care.	£2300
Students in Y7-11 recorded as having been the child who has had a parent in the Armed Forces in the last 5 years.	£300

It is important to realise that Pupil Premium funding is not intended to be spent on the individual student. Rather, we take an overview of their whole Pupil Premium budget, and the needs of all Pupil Premium students, then direct key strategies to help raise progress and attainment levels amongst those students. It is only by using the money as one budget that high cost support, e.g. staffing for one-to-one/ small group tuition can be funded. Our pupil premium strategy has been arrived at by exploring the evidence and research into what works best to improve the attainment of students who attract the pupil premium funding.



**Our strategy is guided by the findings and advice of the EEF who state:**

*‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’*

**Education Endowment Foundation – The EEF Guide to Pupil Premium funding**

For further details visit:

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

Our strategy aims to provide opportunities for all our disadvantaged students to reach their potential.

We therefore aim to:

<b>A.</b>	Ensure that all students are able to access the curriculum - improve literacy and numeracy where necessary
<b>B.</b>	Develop ways to improve the resilience of some students when they are faced with challenge.
<b>C.</b>	Ensure there are opportunities to build aspiration and ambition.
<b>D.</b>	Support those that need it to be organised and prepared for learning
<b>E.</b>	Support students in understanding how to adopt positive attitudes and behaviour for learning
<b>F.</b>	Continue to raise attendance
<b>G.</b>	Continue to work with parents to provide a valuable home-school relationship

To help achieve these using the pupil premium funding allocated by the DFE, we have adopted the three tiered approach as suggested by the EEF.

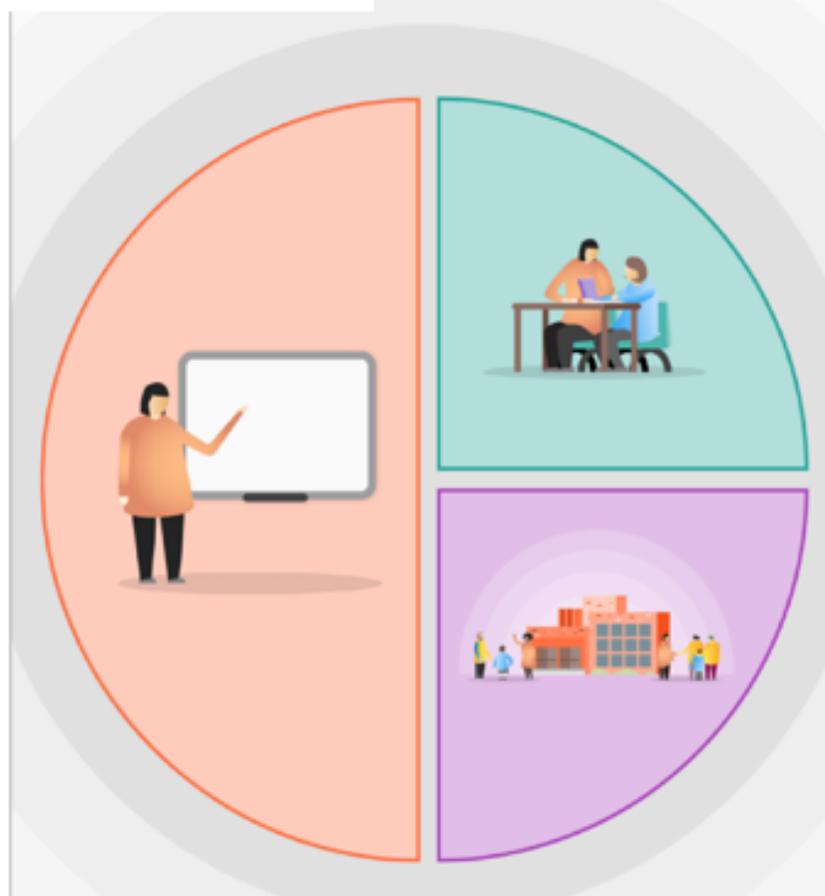
The EEF says that “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”

The EEF says, “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”

## 1 Teaching

At OSA we:

- Provide INSET/CPD (oracy/retrieval practice workshops, lesson study) for all colleagues
- Engage in an effective NQT programme including Consortium NQT workshops to allow collaboration and support
- Participate in T&L Conferences – teachers attend and cascade back
- Are expanding the English team
- Reducing class sizes in core subjects
- Are developing ITT provision to recruit good quality teachers
- Have created the OSAspire working group focusing on improving outcomes for disadvantaged students.
- Use SLE support from within the DET
- Participate in Lesson Study to encourage collaboration and growth of all our teaching staff
- Have a supportive appraisal system whose main focus is on teaching and learning
- Provide opportunities for CPD for middle and senior leaders to develop their leadership in focus areas.
- Have a deputy head focusing on raising standards in teaching and learning across the school.
- Provide teachers and disadvantaged students will all the resources they need



Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

## 2 Targeted academic support

At OSA we:

- Use the Accelerated Reader Scheme for students who arrive with literacy needs
- Year 6 into 7 summer school
- SEN teacher for students at KS3/4 who need to improve their levels of literacy and numeracy
- Learning support assistant and assistant for EAL students/S&L base
- Subject specific interventions after school and in holidays

## 3 Wider strategies

At OSA we:

- Monitor attendance effectively and drive forward improvements in attendance for all students (dedicated attendance & safeguarding officer, CPOMS, year leaders and heads of year)
- Implementation of STEPS behaviour approach
- OSAmbassadors (Year 8) – mentoring, engagement and pastoral support.
- Use provision map so that there is equity between disadvantaged and non-disadvantaged students.
- Develop strategies to get as many parents as possible involved in the school community in some way.
- Have a strong pastoral and safeguarding team to provide support where necessary for our vulnerable students.



## Pupil premium strategy statement 2019-2022

### School overview

The table below shows the % of disadvantaged students there are in the school broken down by year group.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12*	Year 13*	Total
DA	66	61	58	43	40	13	5	286 (37%)
Non DA	65	74	87	102	82	39	28	477
Total number of Students	131	135	145	145	122	52	33	763

\* Year 12 and 13 students here are those who previously attracted PP funding. See separate bursary strategy and review document for explanation of how these students are supported in school.

**What funding does Onslow St Audreys School receive for disadvantaged students? How much do we receive?**

	2017-2018	2018-2019	2019-2020
Amount of funding	229,075	£234,217	£226,270

Academic year or years covered by statement	2019-2022
Publish date	December 2019
Review date	December 2020
Statement authorised by	DBu
Pupil premium lead	JFI
Governor lead	BCu

### Disadvantaged pupil performance overview for last academic year

Progress 8	073
Ebacc entry	0%
Attainment 8	35.47
Percentage of Grade 5+ in English and maths	15%



## Strategy aims for disadvantaged pupils

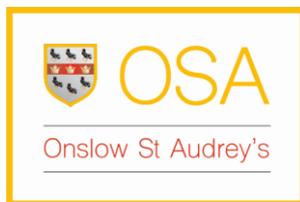
Aim	Target	Target date
Progress 8	For all students (including disadvantaged students) to achieve in line with national figures.	August 2022
Attainment 8	For all students (including disadvantaged students) to achieve in line with national figures.	August 2022
Percentage of Grade 5+ in English and maths	For all students (including disadvantaged students) to achieve in line with similar schools.	August 2022
Other	To continue to improve attendance for disadvantaged students.	August 2020
Ebacc entry	To increase the number of disadvantaged students entered for Ebacc	August 2022

## Teaching priorities for current academic year

Measure	Activity
Priority 1	For continue to develop the teaching and learning in the school to improve the experience of students in every classroom.
Priority 2	To continue to strengthen the teaching team in the core subjects, especially maths and science.
Priority 3	To continue to raise the profile of literacy within the school to provide students with the necessary academic literacy to be academically successful.
Barriers to learning these priorities address	Low levels of literacy of some disadvantaged students Effective teachers in front of every student
Projected spending	£120, 000

## Targeted academic support for current academic year

Measure	Activity
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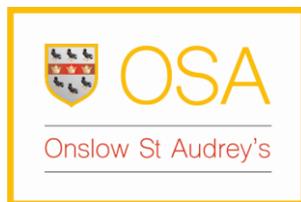
Priority 1	To ensure that disadvantaged students who are underachieving receive subject specific intervention, in lessons, after school and during holidays.
Priority 2	To use the SEN teacher to provide targeted support for KS4 students whose literacy and numeracy is still preventing them from making progress.
Priority 3	To ensure that disadvantaged students who arrive in school with low literacy and numeracy are able to close their gaps.
Barriers to learning these priorities address	Low than average literacy and numeracy.
Projected spending	£80,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	To maintain the improvement in attendance for our disadvantaged students and to close the attendance gap with non-disadvantaged students.
Priority 2	To continue to raise the engagement and aspiration of disadvantaged students.
Priority 3	To develop ways to improve parental engagement of our hard to reach families.
Barriers to learning these priorities address	Low than average attendance of some disadvantaged students Engagement and voice of some areas of the school community Aspiration and ambition
Projected spending	£40,000

### Monitoring and implementation

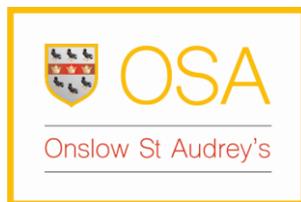
Area	Challenge	Mitigating action
Teaching	Ensuring that teachers implement and embed strategies shared in CPD into their teaching practice	Teaching points to revisit key strategies Further time provided to allow teachers to develop resources



		Middle Leaders to monitor in Faculties
Targeted support	Mapping and measuring the provision of intervention for disadvantaged students	Use of Provision Map an SIMS (when introduced) – JFL to develop tracking methods.
Wider strategies	Engaging hard to reach families	Consider use of apps or texting more to engage parents who lack access to email

### Review: last year's aims and outcomes

Aim	Outcome
To reduce the gap between disadvantaged and non disadvantaged students in P8 measures (Desired outcome for barrier to learning A & B 2018-2019)	<b>Achieved.</b> 2018 gap was nearly a grade, 2019 gap much reduced to 0.2. Mirrored in every year group in last assessment points of the year.
To improve resilience and improve engagement and therefore, attendance (Desired outcome for barrier to learning C & E 2018-2019)	<b>Achieved</b> Whole school attendance 2017-2018 was 92%. No data on difference between pp/non pp. 2018-2019 pp attendance = 93.24% (national = 92.2%) Non pp attendance = 95.68% This shows improved engagement with schools and that students are more resilient when they face challenge. Challenge the Gap cohort illustrates this too – positive comments in student survey. Huge numbers of rewards that nearly match proportions in school of PP/non PP e.g. hot chocolate Friday with the head last year – 32% PP to 68% non PP.
To improve levels of organisation and (Desired outcome for barrier to learning D 2018-2019)	<b>Partially achieved</b> Difficult to measure/show but mentoring programme and pastoral support illustrate students are being guided more in being organised. Homework detentions are proportionally higher for PP students.



	<p>A whole school 'kinder' approach to providing equipment and resources has led to less consequences or embarrassment about requiring support.</p>
<p>To improve parental engagement of some of our hard to reach parents (Desired outcome for barrier to learning F 2018-2019)</p>	<p><b>Partially achieved.</b></p> <p>Proportionally, fewer parents of disadvantaged students attended parent consultation evening</p> <p>Key hard to reach families more engaged – have a better relationship with pastoral team and headteacher. (testimonials)</p>

