



## Onslow St Audrey's Strategy for Disadvantaged Students

### Pupil Premium Review of Spending 2019-2020

#### Allocation of Funding 2020-2021

#### 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:

<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. See the OSA Pupil Premium on a Page below for more detail.

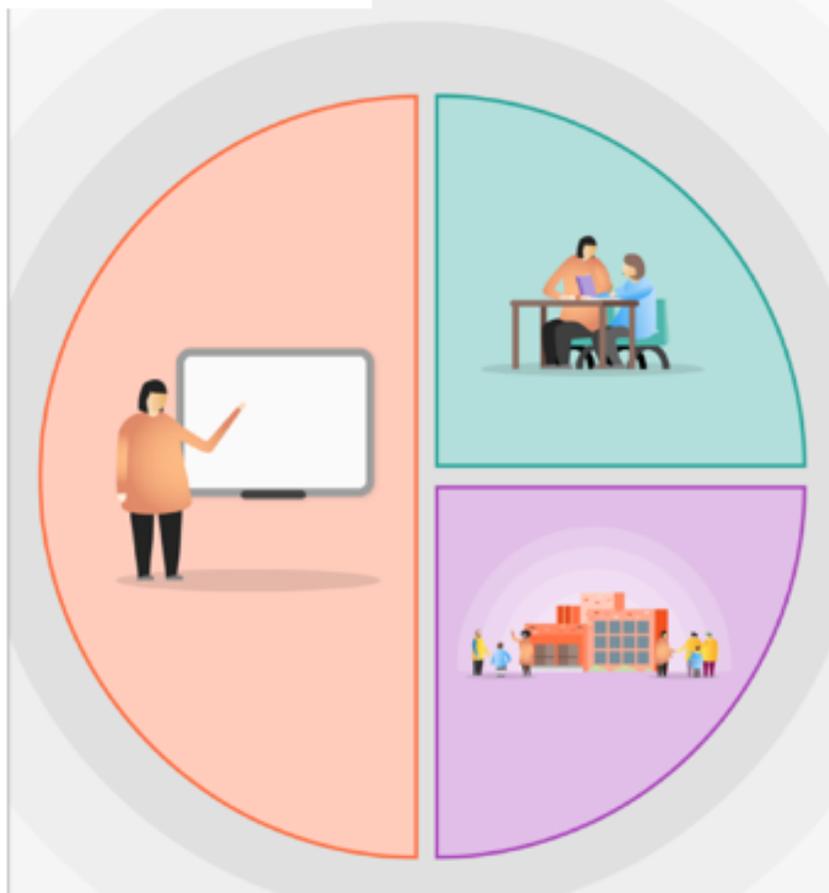
The EEF says that “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”

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

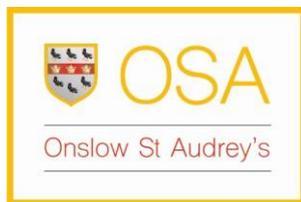
### At OSA we:

- 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

### Incorporating 2019-2020 Review

#### School overview

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

	Year 07	Year 08	Year 09	Year 10	Year 11	Year 12	Year 13	Total	%
PP	56	58	52	50	39	11	7	273	34%
Non-PP	83	84	79	94	105	43	49	537	66%
Total	139	142	131	144	144	54	49	803	

\* 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.

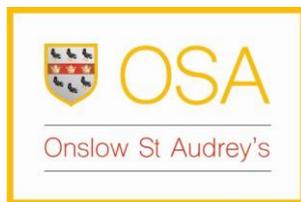
**What funding does Onslow St Audreys School receive for disadvantaged students? How much do we receive?**

	2018-2019	2019-2020	2021-2022
Amount of funding	£234,217	£226,270	£ 244,565.39

Academic year or years covered by statement	2019-2022
Publish date	December 2020
Review date	December 2021
Statement authorised by	DBu
Pupil premium lead	JFI
Governor lead	BCu

#### Disadvantaged pupil performance overview for last academic year (based on CAGs due to COVID 19) (\*Progress 8 based on 2019 methodology due to CAGs)

Progress 8*	-0.08
Ebacc entry	5%
Attainment 8	41.4
Percentage of Grade 5+ in English and Maths	27%



### Three Year Strategy aims for disadvantaged pupils (2019-2022)

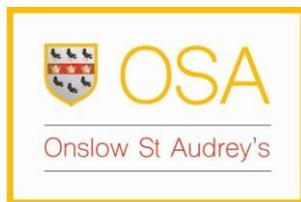
Aim	Target	Target date
Progress 8	For all students (including disadvantaged students) to achieve in line with national figures.	August 2022
Attainment 8	For all students (including disadvantaged students) to achieve in line with national figures.	August 2022
Percentage of Grade 5+ in English and Maths	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 (2020-2021)

Measure	Activity
Priority 1	To continue to develop the teaching and learning in the school to improve the experience of students in every classroom whether remote or in person.
Priority 2	To embed oracy in the curriculum to promote academic articulacy.
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	£118, 850

### Targeted academic support for current academic year (2020-2021)

Measure	Activity
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	£70,000

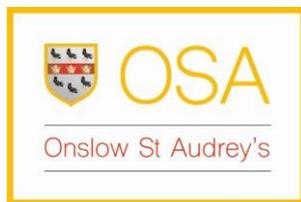


## Wider strategies for current academic year (2020-2021)

Measure	Activity
<b>Priority 1</b>	To maintain the improvement in attendance for our disadvantaged students and to close the attendance gap with non-disadvantaged students.
<b>Priority 2</b>	To continue to raise the engagement and aspiration of disadvantaged students.
<b>Priority 3</b>	To develop ways to improve parental engagement by adapting our approach based on evidence.
<b>Barriers to learning these priorities address</b>	Low than average attendance of some disadvantaged students Engagement and voice of some areas of the school community Aspiration and ambition
<b>Projected spending</b>	£60, 160

## Monitoring and implementation (2020-2021)

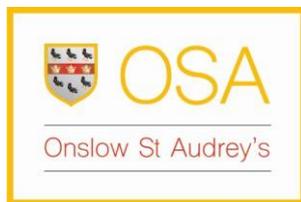
Area	Challenge	Mitigating action
<b>Teaching</b>	Ensuring that teachers implement and embed strategies shared in CPD into their teaching practice.  Remote Learning and impact of Covid-19	Teaching points, T&L Bulletin to revisit key strategies Further time provided to allow teachers to develop resources Middle Leaders to monitor in Faculties Pastoral/Academic monitoring of students not engaging ,
<b>Targeted support</b>	Mapping and measuring the provision of intervention for disadvantaged students	Use of Provision Map an SIMS (when introduced) – JFL to develop tracking methods.
<b>Wider strategies</b>	Engaging families who have not always fully participated – managing the impact of Covid-19 on these families and the wider community.	Use evidence informed suggestions to provide solutions Close communication between pastoral/SEND team and parents.



## Review: last year's aims and outcomes 2019-2020

**Overview:** The potential impact of a number of our initiatives was affected by the disruption to the curriculum of Covid-19. Although the CAGs illustrate that the gap between disadvantaged students in Year 11 narrowed considerably and their attainment was in line with national outcomes for similar students, we continue to focus on our disadvantaged cohort, knowing that the impact of covid-19 could affect them disproportionately to the rest of the school population.

Review of Teaching priorities 2019-2020		Outcome
<b>Priority 1</b>	to develop the teaching and learning in the school to improve the experience of students in every classroom	<p><b>Partially Achieved</b></p> <ul style="list-style-type: none"> <li>- Creation of OSAspire - a T&amp;L group focusing on embedding evidence informed T&amp;L strategies to improve the experience of all students through quality first teaching – half termly meetings and T&amp;L bulletin</li> <li>- Regular T&amp;L points focusing on evidence based strategies to improve knowledge retention through retrieval practice and on raising profile of disadvantaged learners for teachers.</li> <li>- Regular Learning Walks, student surveys and closing of attainment gaps illustrate that this is having an impact across the school.</li> </ul>
<b>Priority 2</b>	To continue to strengthen the teaching team in the core subjects, especially Maths and Science.	<p><b>Achieved</b></p> <ul style="list-style-type: none"> <li>- New members of staff in Maths supporting the development of the curriculum – CAGs illustrate an improvement in Maths results compared with 2019.</li> <li>- Science Team strengthened and again, impact can be seen in improvement in results.</li> <li>- Support from DET continues into 2020-2021 to support further improvement</li> </ul>
<b>Priority 3</b>	To continue to raise the profile of literacy within the school to provide students with the necessary academic literacy to be academically successful.	<p><b>Partially Achieved</b></p> <ul style="list-style-type: none"> <li>- Introduction of DEAR lessons, form time 'Word of the Week', DEAR and 5 minutes reading at the beginning of KS3 lessons - NFER reading tests for y7 illustrate this is having impact.</li> <li>- Member of staff completing NPQHSL with literacy as a focus – driven whole school focus – world book day, teacher favourite books, DEAR</li> <li>- Establishment of a new library following £10000 grant – bringing it into the center of the school. The full benefit of this to be seen post-covid.</li> </ul>



Review of Targeted Academic Support 2019-2020		Outcome
Priority 1	To ensure that disadvantaged students who are underachieving receive subject specific intervention, in lessons, after school and during holidays.	<b>Partially Achieved</b> <ul style="list-style-type: none"> <li>- Disadvantaged students who were underachieving targeted for intervention opportunities after school and in half terms – mainly KS4&amp;5.</li> </ul>
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.	<b>Achieved</b> <ul style="list-style-type: none"> <li>- Small group sessions run in KS3 &amp; 4 has built confidence and ability in literacy. Impact can be seen in improved English results across the school – specifically in CAGs for Year 11.</li> </ul>
Priority 3	To ensure that disadvantaged students who arrive in school with low literacy and numeracy are able to close their gaps.	<b>Partially Achieved</b> <ul style="list-style-type: none"> <li>- Accelerated Reader was having an impact pre-lockdown. This group will need very specific intervention moving forwards.</li> </ul>
Review of Wider Strategies 2019-2020		Outcome
Priority 1	To maintain the improvement in attendance for our disadvantaged students and to close the attendance gap with non-disadvantaged students.	<b>Achieved</b> <ul style="list-style-type: none"> <li>- Prior to lockdown, attendance for disadvantaged students continued to be consistently above national average at 93.4% (NA 91.3%)</li> </ul>
Priority 2	To continue to raise the engagement and aspiration of disadvantaged students.	<b>Partially achieved</b> <ul style="list-style-type: none"> <li>- For the second consecutive year, there was an increase in students from disadvantaged backgrounds joining the Sixth Form.</li> <li>- Targeted career interviews</li> <li>- Support in Sixth Form transition</li> <li>- OSAmbassador group in Year 8 – mentoring and raising self-esteem focus for 24 students.</li> </ul>
Priority 3	To develop ways to improve parental engagement of our hard to reach families.	<b>Partially achieved</b> <ul style="list-style-type: none"> <li>- Increase in parental engagement in parents evening – up to 90% from below 70% for some.</li> <li>- Parent voice meetings</li> <li>- Equipment provided for disadvantaged students to engage in lockdown</li> <li>- Support for parents for FSM vouchers</li> <li>- Regular pastoral meetings</li> </ul>



