

## Pupil Premium Strategy Statement: Oaks Park High School

| 1. Summary information |         |   |            |  |                       |
|------------------------|---------|---|------------|--|-----------------------|
| School                 |         |   |            |  |                       |
| Academic Year          | 2018/19 | Total PP budget given 1.4.2017 for academic year 2018/19        | £345,016   | Date of most recent PP Review                  | September 2018        |
| Total number of pupils | 1834    | Number of eligible PP pupils this represents 2017-18<br>2018-19 | 378<br>456 | Date for next internal review of this strategy | September 2019 (full) |

This year, from the 236 students in Year 11, 56 were Pupil Premium (this accounts for 24% of the cohort). Alongside this, we have 57% of students with English as an Additional Language and 7.2% of the cohort on SEND Support and 0.7% on EHCP. The average KS2 APS was 4.78.

| 2. Recent attainment and progress at GCSE |            |                                  |                                      |            |              |                                  |                                      |              |
|---|------------|----------------------------------|--------------------------------------|------------|--------------|----------------------------------|--------------------------------------|--------------|
|   | 2017       |                                  |                                      |            | 2018         |                                  |                                      |              |
|   | All Pupils | Pupils eligible for PP (at OPHS) | Pupils not eligible for PP (at OPHS) | Difference | All Pupils   | Pupils eligible for PP (at OPHS) | Pupils not eligible for PP (at OPHS) | Difference   |
| <b>Progress 8</b>                         | +0.39      | +0.12                            | +0.55                                | 0.4        | <b>+0.77</b> | <b>+0.20</b>                     | <b>+1.00</b>                         | <b>0.80</b>  |
| <b>Attainment 8</b>                       | 49         | 45.01                            | 50.31                                | 5.3        | <b>53.54</b> | <b>43.57</b>                     | <b>56.50</b>                         | <b>12.93</b> |
| <b>%9-5 in English and Maths</b>          | 48%        | 41%                              | 51%                                  | 10%        | <b>52%</b>   | <b>34%</b>                       | <b>58%</b>                           | <b>24%</b>   |
| <b>%9-4 in English and Maths</b>          | 67%        | 55%                              | 73%                                  | 18%        | <b>71%</b>   | <b>54%</b>                       | <b>75%</b>                           | <b>21%</b>   |

\*These progress 8 scores have been calculated using the SISRA Collaborative Estimates Programme. These figures should be used for internal analyse only and treated with caution. Confirmed progress 8 scores will be made available on the DfE website from October 2018 [www.compare-school-performance.co.uk](http://www.compare-school-performance.co.uk).

| <b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>                       |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )               |   |
| <b>A.</b>   | Inability to access the full curriculum due to lower attainment in KS2. Lower levels of oracy, literacy and numeracy.       |
| <b>B.</b>   | Lack of aspiration/self-esteem leading to lower levels of engagement and effort in lesson. Less prepared for school.        |
| <b>C.</b>   | The attendance and participation of PP Students to intervention groups, extra-curricular activities and educational visits. |
| <b>D.</b>   | Staff skill in supporting students with pupil premium.  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>E.</b>   | Lack of access to educational resources such as the internet, books and study equipment.                                    |
| <b>F.</b>   | Lower level of parental engagement in education; less support available at home.  |

| <b>4. Outcomes</b> |   |   |
|--------------------|---|---|
|                    | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
| <b>A.</b>          | Students eligible for PP in Year 7 to make at least expected progress in English and Maths, including students from all prior ability groups.       | 90% of Students eligible for PP in Year 7 to make expected progress to meet their end of year predictions.  |
| <b>B.</b>          | To diminish the difference in achievement outcomes at GCSE in English, Maths and overall P8 and A8 for students eligible for PP compared to non PP. | Students eligible for PP in Year 11 to achieve Maths and English GCSEs in line with non PP students.<br>Positive progress gap score for all year groups, with particular focus on Year 11. Increase in overall A8 score for PP students.              |
| <b>C.</b>          | Enhanced student engagement including involvement in extra-curricular activities and learning opportunities outside of the classroom.               | The percentage of PP students with behaviour incidents/fixed term exclusions continues to fall and is in line with students who are non PP. PP attendance to extra-curricular activities, intervention sessions and learning opportunities increases. |
| <b>D.</b>          | Staff feel more confident in ensuring that PP students are able to progress.  | Positive progress gap score for all year groups, with particular focus on Year 11. Increase in overall A8 score for PP students   |
| <b>E.</b>          | Students have access to all of the resources they need to be able to fully access the curriculum.   | Positive progress gap score for all year groups, with particular focus on Year 11. Increase in overall A8 score for PP students.  |
| <b>F.</b>          | Parents attend parents and Information evenings in order to support their children.   | 90% of all parents of PP students attend parents evenings.  |

| <b>5. Planned expenditure</b>  |  |  |  |  |   |
|--|--|--|--|--|---|
| <b>Academic year</b>   |  | <b>2018/19</b>   |  |  |   |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |  |  |  |   |
| <b>i. Learning in the curriculum</b>   |  |  |  |  |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>  | <b>When will you review implementation?</b> |
| A. Students eligible for PP in Year 7 to make at least expected progress in English Maths  | Develop high quality literacy and numeracy provision within the English and Maths teams.<br><br>Accelerated reading programme will be purchased and employed | In September of Year 7, 26/14 students were not Secondary ready in reading or maths. 28 are not ready in either. | Regular monitoring of PP achievement data to include whole school and intervention strategy data<br><br>Accelerated reader programme<br><br>Quality assurance of literacy and numeracy programmes and their implementation across the curriculum<br><br>Year 7 Catch Up strategy for Literacy and Numeracy | HoDs English and Maths<br><br>Librarian<br><br>HoD Literacy and Numeracy Coordinator<br><br>Catch up Coordinator | After every data drop                       |
| Total budgeted cost  |  |  |  |  | £83,000                                     |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <p>B. To diminish the difference in achievement outcomes at GCSE in English, Maths and overall P8 and A8 for students eligible for PP compared to non PP.</p> | <p>Stretch and challenge materials to be purchased and utilised to target high ability PP students</p>                               | <p>Research shows that quality feedback can add as much as 8 months progress to learners, at minimal cost</p>   | <p>Development of the Success Lounge in order to support underachieving PP students with a Literacy and Numeracy focus (Head of Year 12 and librarian).</p> | <p>LRC<br/>Coordinator<br/>SENCo</p>              | <p>After every data drop – each half term</p> |
| <p>E. Students have access to all of the resources they need to be able to fully access the curriculum.</p>   | <p>Establishment of whole school homework club after school with library and computer access, targeted attendance of PP students</p> | <p>Targeting of strategy should be based on disadvantage not prior attainment. It is important to target all pupil premium students who are falling behind whatever their prior ability</p> | <p>Year 10 and Year 12 students to have groups leading on the Brilliant Club to support higher achieving students (Heads of Year 10 and 12).</p>            | <p>More Able<br/>Coordinator</p>                  |   |
|   | <p>Provision of revision materials at no cost</p>  | <p>Studies by the Education Endowment Foundation show that students from low income households are significantly less likely to have support with homework tasks</p>                        | <p>Year 11, 12 and 13 students to take part in Exam Magic (Heads of Years 11, 12 and 13) – AHT KS4 and 5</p>  | <p>AHT - KS4<br/>and 5</p>                        |   |
|   | <p>Free Music tuition lessons</p>  | <p>Access to educational resources will facilitate the learning of those students who do not have such resources at home</p>  | <p>Morning breakfast club to be set up targeting PP students in order to improve their attendance (Student Services Hub).</p>                               | <p>Student<br/>Services<br/>Hub</p>               |   |
|   |  |   | <p>Departments to provide required resources to students who are PP and have funded revision materials including Music lessons (Team Leaders).</p>          | <p>Team<br/>Leaders and<br/>Line<br/>Managers</p> |   |

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| <b>Total budgeted cost</b>  |   |   |  |  | £25,000                                     |
| D. Staff feel more confident in ensuring that PP students are able to progress. | Specific staff training on best strategies to support PP students in progressing. | Staff training to include training on PP students and exploring how to remove barriers to learning. | Robust quality assurance of teaching and feedback throughout the school year (DHT Teaching and Learning) | Deputy Headteacher Teaching and Learning |   |
| <b>Total budgeted cost</b>  |   |   |  |  | £5000                                       |
| <b>ii. Social, emotional and behavioural aspects of learning</b>                |   |   |  |  |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b>                        | <b>When will you review implementation?</b> |

|  |   |  |  |  |   |
|--|---|--|--|--|---|
| <p>C. Enhanced student engagement of PP students including involvement in extra-curricular activities and learning opportunities outside of the classroom.</p> | <p>Robust careers programme to raise aspirations with targeted one to one career advice for PP students</p> <p>Relative inclusion of PP students on school council to ensure high level of involvement in whole school development</p> <p>Increased use of student voice to determine extra-curricular provision that links directly to student need.</p> | <p>Students from low income families report a below average interest in further education and fewer are able to afford university places in comparison to their more wealthy counterparts. Awareness of opportunities to pursue high level careers has been shown to enhance their chances of success in school</p> <p>Student voice is an empowering tool for students with PP and enables them to contribute to whole school development and increases their engagement and buy into the school.</p> <p>Student involvement in the selection of extra-curricular activities will ensure increased student buy in</p> | <p>Career's programme written to include provision for those students where income is a barrier to further education choices</p> <p>One to one careers advice for all disadvantaged students including PP and CLA</p> <p>Analysis of student leads to ensure representation of all interest groups including CLA and PP</p> <p>Use of the Year 12 Super Curriculum to support students and develop reading skills.</p> | <p>CIAG Coordinator</p> <p>Assistant Headteacher Student Voice</p> | <p>After every data drop – each half term</p> |
|--|---|--|--|--|---|

|  |  |   |  |  |         |
|--|--|---|--|--|---------|
| E. Students have access to all of the resources they need to be able to fully access the curriculum. | Ensure that PP students are entitled to go on visits in order to support their learning.       | 100% of students have opportunities to attend educational visits at a subsidised cost.  | Students attend visits for both curriculum (Team Leaders) and rewards (Heads of Year). | Team Leaders, Pastoral Leaders and Line Managers | Termly  |
| G. Parents attend parents and Information evenings in order to support their children.               | Ensure that parents have the information they need in order to support their children at home. | All parents have had communication from the school and 90% of parents of PP students attend at least one evening event in school. | Logs of attendance are used to monitor.  | Pastoral leaders and Student services            | Termly  |
| <b>Total budgeted cost</b>   |  |   |  |  | £35,000 |