

Pupil Premium Strategy Statement: Oaks Park High School

1. Summary information					
School					
Academic Year	2019/20	Total PP budget given for academic year 2019/20	£372,130	Date of most recent PP Review	September 2019
Total number of pupils	1834	Number of eligible PP pupils this represents 2018-19 2019-20	456 398	Date for next internal review of this strategy	September 2020 (full)

This year, from the 299 students in Year 11, 47 were Pupil Premium (this accounts for 16% of the cohort). Alongside this, we have 69% of students with English as an Additional Language and 0.06% of the cohort on SEND Support and 0.01% on EHCP. The average KS2 APS was 29.04.

2. Recent attainment and progress at GCSE*								
	2018				2019			
	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
Progress 8	+0.77	+0.20	+1.00	+0.80	+0.57	+0.49	+0.61	+0.12
Attainment 8	53.54	43.57	56.50	12.93	51.31	48.84	52.18	3.34
%9-5 in English and Maths	52%	34%	58%	24%	52%	45%	54%	9%
%9-4 in English and Maths	71%	54%	75%	21%	73%	71%	73%	2%

*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 2019 www.compare-school-performance.co.uk.

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

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Students increasing their effort scores in lessons.	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.
C.	Enhanced student engagement including involvement in extra-curricular activities and learning opportunities outside of the classroom.	Increases in attendance for PP students so that they are in line with non-PP students.
D.	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
E.	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. 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. All PP students have a career's appointment.
F.	Parents attend parents and Information evenings in order to support their children.	90% of all parents of PP students attend parents evenings.

5. Planned expenditure					
Academic year		2019/20			
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.					
i. Learning in the curriculum					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Students eligible for PP in Year 7 to make at least expected progress in English Maths	<p>Develop high quality literacy and numeracy provision within the English and Maths teams through the appointment of Literacy and Numeracy coordinators (£3000).</p> <p>Accelerated reading programme will be purchased and employed (£21,000)</p> <p>Development of the Success Lounge in order to support</p>	In September of Year 7, 26 students were not Secondary ready in reading or maths. 28 are not ready in either.	<p>Regular monitoring of PP achievement data to include whole school and intervention strategy data</p> <p>Accelerated reader programme analysis</p> <p>Quality assurance of literacy and numeracy programmes and their</p>	<p>Team Leaders English and Maths</p> <p>Librarian</p> <p>Literacy and Numeracy Coordinators</p>	After every RW entry

	<p>underachieving PP students with a Literacy and Numeracy (Accelerated Maths) focus (Head of Year 12 and librarian) (£12,000).</p> <p>Numeracy and Literacy intervention within SEND to support students who are PP and have additional needs.</p> <p>Maths/English specialist TAs working with key underachieving students in small group sessions (£9000).</p>		<p>implementation across the curriculum</p> <p>Year 7 Catch Up strategy for Literacy and Numeracy</p> <p>Impact of the Success Lounge</p> <p>Data for PP students who are SEND.</p> <p>Analysis of PP English and Maths data.</p>	<p>SENDCo</p> <p>Literacy and Numeracy Coordinators.</p>	
Total budgeted cost					£55,000

<p>B. Students increasing their effort scores in lessons.</p>	<p>Stretch and challenge materials to be purchased and utilised to target high ability PP students (£10,000).</p> <p>PP students, where appropriate, to have access to mentoring (£5000). This may include group sessions.</p> <p>Year 12 students to have group on the Open Palm social mobility programme to improve students chances of getting into Oxbridge (£1,000)</p> <p>Years 8- 13 students to take part in Exam Magic (£10,000) (Pastoral Leaders and Assistant Headteachers)</p> <p>Morning breakfast club to be set up targeting PP students in order to improve their attendance (Student Services Hub).</p>	<p>Research shows that quality feedback can add as much as 8 months progress to learners, at minimal cost</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>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>Access to educational resources will facilitate the learning of those students who do not have such resources at home</p>	<p>Analysis of data of higher ability PP students.</p> <p>Increases in effort scores and reductions in exclusions for these students.</p> <p>Numbers of students sending Oxbridge applications.</p> <p>Exam results</p> <p>Numbers of students attending.</p>	<p>Team Leaders</p> <p>Key Stage Leaders</p> <p>Pastoral Leader Year 12/ Careers Team</p> <p>Student Services Hub</p> <p>More Able Coordinator</p>	<p>After every RW data entry</p>
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	<p>Introduction of Franklin Program (£7000) For years 7-9 and 10-12 with key PP students to work as both mentors and mentees.</p> <p>Use of Humanotopia (£2000) with Year 11. The focus being on improving their behaviour and kindness and interactions with each other and school community</p>		<p>Analysis of data of higher ability PP students.</p> <p>Analysis of behaviour and exclusion data in order to reduce this and better prepare Year 11 for their final exams.</p>		
Total budgeted cost					£50,000
D. Staff feel more confident in ensuring that PP students are able to progress.	<p>Specific staff training on best strategies to support PP students in progressing.</p> <p>Continuation of research project targeting Year 10 PP students. There is a planned focus on commitment and self-study. The focus is on a target group of Year 10 students.</p>	Staff training to include training on PP students and exploring how to remove barriers to learning.	<p>Robust quality assurance of teaching and feedback throughout the school year (DHT Teaching and Learning)</p> <p>Oversight of research project and strategy amended to include key strategies. Students will be given individual strategies dependent on the outcome of the questionnaires taken. The impact will be measured through their exam results.</p>	<p>Deputy Headteacher Teaching and Learning</p> <p>Head of Research</p>	

Total budgeted cost					£10000
E. Students have access to all of the resources they need to be able to fully access the curriculum.	<p>Ensure that PP students are entitled to go on visits in order to support their learning (£5000)..</p> <p>Provision of revision materials at no cost (£5000)</p> <p>Free Music tuition lessons (£4000)</p> <p>Teams have opportunities to bid for special projects within their teams to support (£6000).</p>	100% of students have opportunities to attend educational visits at a subsidised cost.	<p>Students attend visits for both curriculum (Team Leaders) and rewards (Pastoral Leaders).</p> <p>Curriculum Teams to provide required resources to students who are PP and have funded revision materials including Music lessons (Team Leaders).</p> <p>Curriculum/Pastoral Leaders to ensure that revision guides/other resources are funded for PP students. This should be included within progress plans</p>	Team Leaders, Pastoral Leaders and Line Managers	Termly
					£20,000
ii. Social, emotional and behavioural aspects of learning					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<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>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>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>CIAG Coordinator</p>	<p>After every RW entry</p>
	<p>Relative inclusion of PP students on school council to ensure a high level of involvement in whole school development</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>Analysis of student leads to ensure representation of all interest groups including CLA and PP</p>	<p>Assistant Headteacher Student Voice</p>	
	<p>Increased use of student voice to determine extra-curricular provision that links directly to student need.</p>	<p>Student involvement in the selection of extra-curricular activities will ensure increased student buy in.</p>	<p>Use of the Year 12 Super Curriculum to support students and develop reading skills.</p>	<p>Pastoral Leader Year 12</p>	
	<p>Supporting with costs of external visits to ensure that students have access.</p>		<p>Curriculum/pastoral teams can request funding to subsidise the costs towards external visits.</p>	<p>Curriculum and Pastoral Leaders</p>	
	<p>Development of a</p>		<p>Year 10 and Year 12 students to have groups leading on the Brilliant Club to support higher achieving students (Pastoral Leaders 10 and 12).</p>	<p>More Able Coordinator</p>	
				<p>Assistant Headteacher KS3</p>	

	<p>summer school for Year 5 and 6 students (£5000).</p> <p>Year 12 PP students to have access to UCL career focused programme's (e.g. the young investment banker programme) (£4000).</p>	<p>Student involvement in these career specific programmes will expose them to industry professionals and thus increase their ambitions and aspirations, immerse them in experiences related to their aspirations and give them tangible experiences that they can use for their post-18 applications.</p>	<p>Year 5 and 6 students to attend a summer school to support with transition into OPHS.</p> <p>Numbers of students sending university and apprenticeship applications.</p>	<p>Destinations Coordinator (CEIAG team)</p>	<p>End of the year</p>
<p>F. Parents attend parents and Information evenings in order to support their children.</p>	<p>Ensure that parents have the information they need in order to support their children at home.</p>	<p>All parents have had communication from the school and 90% of parents of PP students attend at least one evening event in school.</p>	<p>Logs of attendance are used to monitor.</p>	<p>Pastoral leaders and Student services.</p>	<p>Following each parents evening</p>
Total budgeted cost					<p>£45,000</p>

There is a contingency in the budget for teams to be able to bid for special projects to support Pupil Premium students and these are looked at individually