

Pupil premium strategy review 2018/19



SCHOOL CONTEXT					
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of service children
476	231	245	311	8	0

This year, from the 236 students in Year 11, 63 were Pupil Premium (this accounts for 26% of the cohort). Alongside this, we have 68% of students with English as an Additional Language and 5.96% of the cohort on SEND Support and 0.4% on EHCP. The average KS2 APS was 4.72.

Executive Summary:

Results demonstrate that there has been a significant decrease in the gap between disadvantaged and non-disadvantaged from last year. This shows that the strategy has had a positive impact on the achievement of Pupil Premium students.

GCSE Overview 2019				
	<i>All Pupils</i>	<i>Pupils eligible for PP (at OPHS)</i>	<i>Pupils not eligible for PP (at OPHS)</i>	<i>Difference</i>
Progress 8	+0.57	+0.49	+0.61	+0.12
Attainment 8	51.31	48.84	52.18	3.34
%9-5 in English and Maths	52%	45%	54%	9%
%9-4 in English and Maths	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

When looking at the proportions of students meeting their target grades at KS4:

Disadvantaged	
Disadv	71%
Non disadv	69%
Gap	-2%

This shows that overall, disadvantaged students achieved slightly higher than non-disadvantaged students.

KS5:

Disadvantaged	
Disadv	49%
Non disadv	54%
Gap	5%

The progress gap between our disadvantaged and non-disadvantaged students has decreased to 5% (proportion of students meeting their target grades) and so there has been progress towards the school target in KS5.

2019 GCSE results:

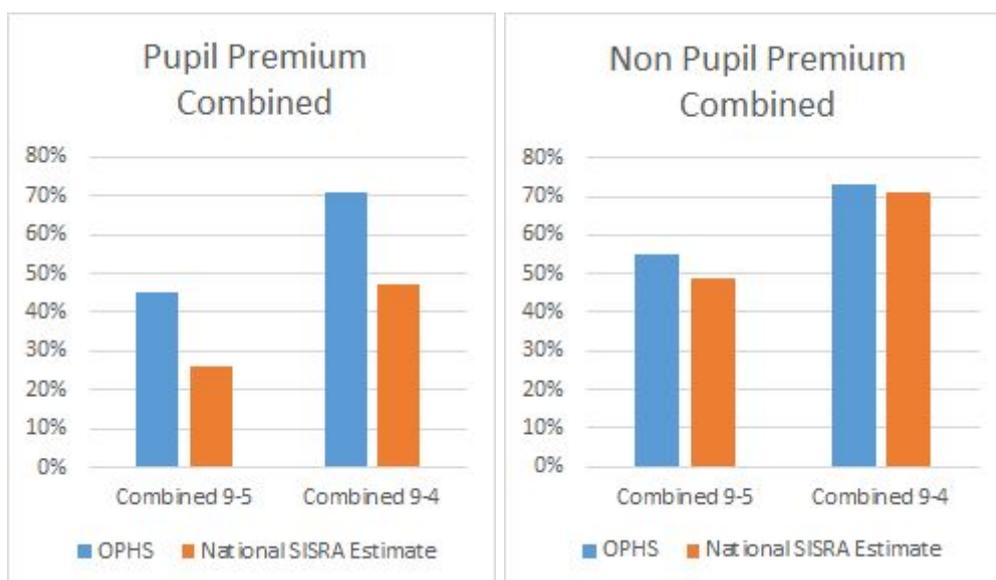
In the majority of subjects, the ALPs score for disadvantaged and non-disadvantaged students were within 1 ALPs grade so the progress of disadvantaged students is improving towards or close to that of non-disadvantaged pupils with the same starting point. The majority of subjects have had an increase in the ALPs score for disadvantaged students. The largest increase has been seen in Mathematics (60 students) and French (1 student)

The DfE publishes a set of statistics regarding the Disadvantaged Students. The table below compares the last three years:

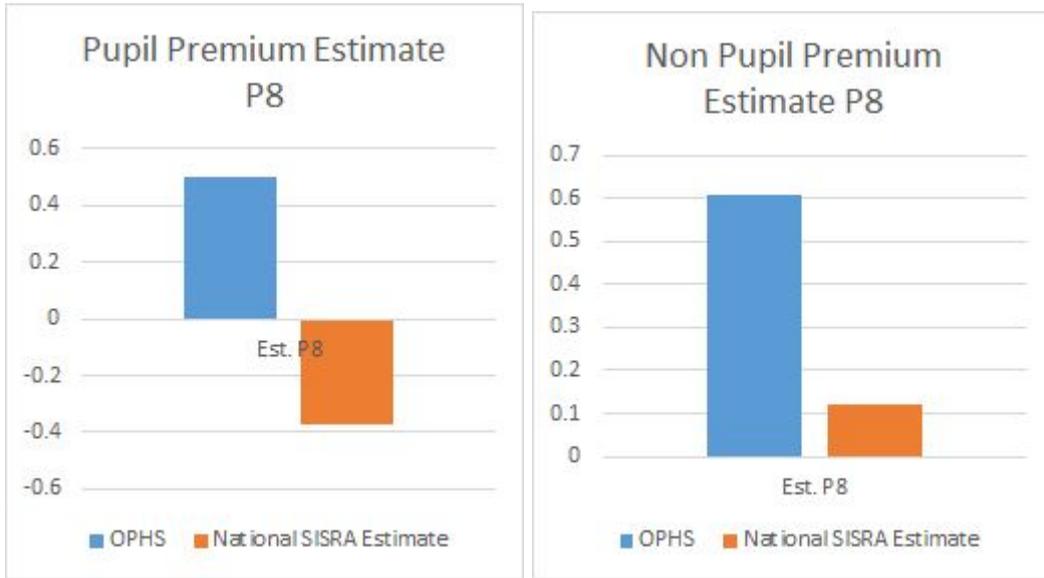
Disadvantaged pupils	2019	2018	2017
Number of disadvantaged pupils in the Progress 8 score	61	56	72
Progress 8 score for non disadvantaged pupils	+0.61	+1.01	+0.41
Progress 8 score for disadvantaged pupils	+0.50	+0.16	+0.12
Average Attainment 8 score per non-disadvantaged pupil	52.18	56.86	50.49
Average Attainment 8 score per disadvantaged pupil	48.84	42.99	45.16
Progress 8 score for non- disadvantaged pupils - English	+0.46	+1.03	+0.86

Progress 8 score for disadvantaged pupils - English	+0.35	+0.40	+0.32
Progress 8 score for non - disadvantaged pupils - Maths	+0.75	+0.58	+0.74
Progress 8 score for disadvantaged pupils - Maths	+0.44	-0.38	+0.21
Progress 8 score for non- disadvantaged pupils - EBacc slots	+1.08	+1.30	+0.52
Progress 8 score for disadvantaged pupils - EBacc slots	+0.86	+0.37	+0.23
Progress 8 score for non- disadvantaged pupils - Open slots	+0.13	+0.88	+0.08
Progress 8 score for disadvantaged pupils - Open slots	+0.26	+0.16	-0.19
% of disadvantaged pupils entering the English Baccalaureate	15%	16%	17%

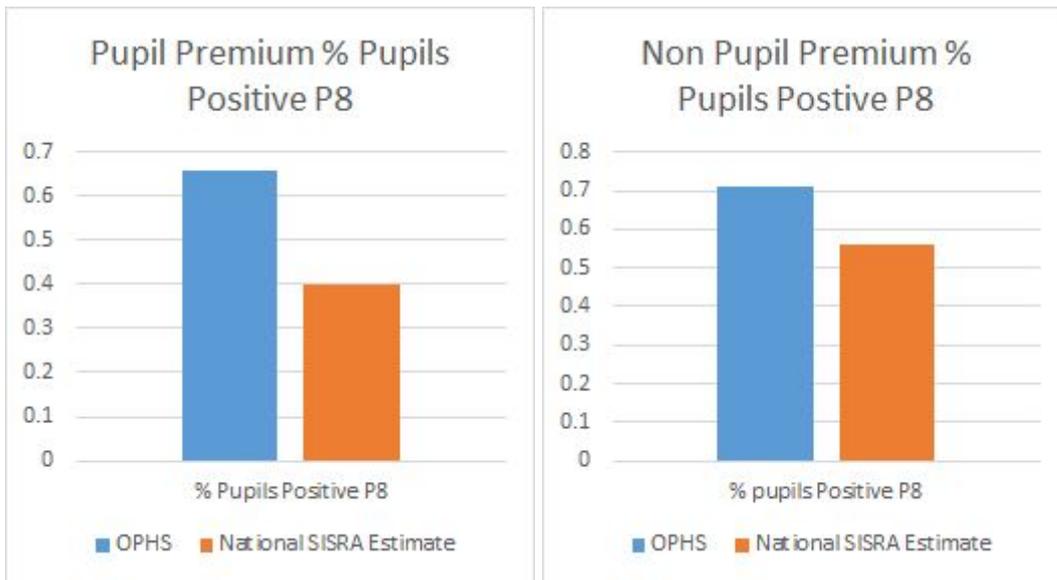
This table shows that Pupil Premium students have made significant progress from last year. The difference has reduced significantly between non-disadvantaged and disadvantaged students. This is as a result of the work done as a whole school on teaching and learning with a focus on vulnerable students. The Pupil Premium Strategy has led to this increase in achievement.



As can be seen from the graphs, OPHS have achieved significantly above the estimated national average. The difference is greater for Pupil Premium students.



Despite there being a prediction that progress 8 will be negative overall for Pupil Premium students, OPHS have achieved a positive score and so are going against the National picture.



The ability range of this cohort (2019) shows the following:

Ability	Higher Ability	Middle Ability	Lower Ability
Proportion of year group	81 (34%)	110 (46%)	24 (10%)
Progress 8 score	+0.46	+0.74	+0.25
Proportion of year group that are PP	19	30	12
Progress 8 score of PP students	+0.28	+0.79	+0.10

The Pupil Premium Grant (PPG) per pupil for 2018-19

Disadvantaged pupils	Pupil Premium per pupil
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	£935.00
Looked After Children (LAC)	£1900.00
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1900.00
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

The Pupil Premium Grant for OPHS

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	1790
Total number of pupils eligible for PPG	479
Amount of PPG received per pupil	£935.00
Total amount of PPG received 2018-19	£351,560

REVIEW OF ACADEMIC YEAR 2018-19

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<p>A.Inability to access the full curriculum due to lower attainment in KS2. Lower levels of oracy, literacy and numeracy.</p>	<p>Initiatives organised by the Learning Resource Centre have been instrumental in aiding eligible pupils access to the full curriculum. Consequently, £1400 was utilised to run and resource the Success Lounge and £21794 was spent on the Accelerated Reader five year subscription to encourage pupils to read for pleasure. The Curriculum Access department also purchased licenses, costing £1500, for the LASS test to assess the Not Secondary ready pupils. Two EAL pupils benefited from £100 bespoke English lessons to develop their literacy skills and close the gap.</p> <p>Funding for English and Maths specialist TAs has also been utilised in order to ensure that students who are Pupil Premium and also Not Secondary Ready are given additional support in order to catch up.</p>	<p>The impact of the Success Lounge has been particularly impressive. This is because the expenditure allowed the LRC team to set individual plans to specify and implement appropriate intervention for each pupil on a one-to-one learning basis. As a result, all pupils made progress. In terms of numeracy results, 33% of pupils completed the programme and 67% continued with their intervention. Between September to December, 25% increased their reading levels and 75% maintained their level which led to more motivated pupils. Student voice revealed that these pupils felt more confident working independently after attending the Success Lounge.</p> <p>All Year 7 and 8 students took part in the Accelerated Reader programme and take 5 tests a year to assess their reading ability. Results indicate that all pupils make progress in their reading age over the year. The outcomes of the tests and graph analysis were used to target pupils for intervention and support in their reading if their progress was slower than expected which helped these pupils improve their literacy skills.</p> <p>The significant increase in both attainment and progress for GCSE Mathematics has shown that this has been a successful strategy.</p>	<p>The programmes launched by the LRC should be continued next year as the impact was significant.</p> <p>The use of bespoke English lessons was considered effective this year as both pupils made considerable improvements in their understanding of English which resulted in the sessions being put on hold. It would be useful to trial this on a larger scale next year to assist more KS3 EAL eligible students.</p> <p>The bespoke Maths lessons will be reviewed and will now incorporate Accelerated Maths as this has been shown to aid progress due</p>

			to the evidence in English.
B. Lack of aspiration/self-esteem leading to lower levels of engagement and effort in lesson. Less prepared for school.	The pastoral year teams addressed a range of needs and put in place appropriate support to boost engagement and organisation. Approximately £2040 was spent on mentoring sessions, swimming lessons and equipment to ensure pupils were prepared for lessons. Additionally, £5000 was used to pay for the Exam Magic scheme.	<p>The payment for prom for three Year 11 pupils helped motivate these students during their key exam period as they were able to look forward to the definitive event signalling the end of their GCSE examinations. This ensured that they attended all of their exams. Moreover, pupils having equal access to problem solving books in Mathematics and uniform essentials ensured that they felt as though they were on an equal footing in line with the rest of their year group impacting on their self-esteem positively.</p> <p>The Exam Magic course was enjoyed and considered worthwhile by Year 11 pupils. The Year 13 BTEC pupils demonstrated an improvement in their work ethic and coursework marks after attending the sessions. From RW4, there has been an increase in the PGs for the majority of subjects. The best results have been seen in Health and Social Care and Business.</p>	For the majority of pupils, they benefited from the investments as they were organised and had the resources to succeed. However, the mentoring sessions had a mixed impact. One pupil did not attend all the sessions which resulted in a limited impact. Nevertheless, another pupil successfully engaged in the process and after completing two sessions, requested to continue. Therefore, in order to continue to use mentoring sessions next year, it is essential that attendance is compulsory and regular one-to-one reviews are carried out so the process is effective. The benefit of small group work with this will also be considered.

			For BTEC, Applied Science needs to remain as a focus.
C. The attendance and participation of PP Students to intervention groups, extra-curricular activities and educational visits.	<p>Curriculum teams offered pupils many opportunities outside of the classroom and eligible pupils were partly or fully funded to foster enthusiasm and aid revision in subjects such as Politics, Geography, Biology, French and Drama. This resulted in a cost of around £1400. The Inner Mongolia trip was also a fantastic opportunity for a Year 9 pupil to visit China for the cost of their visa, £120, which was a rare experience that may have been out of reach without financial support. Nearly £2900 was also used to promote a love of music by paying for music lessons for KS4 pupils.</p> <p>Almost £500 has also been spent on one to one tuition across a number of subjects for LAC students.</p>	<p>Many of these pupils were unlikely to have had the opportunity to take part in these educational visits without the financial support provided. Particularly for Drama and Geography, subjects in which theatre trips and fieldwork are fundamental, the payments helped students attend and benefit from the experience. The majority of costs were for KS4 and KS5 pupils which ensured that they were preparing for coursework or examination units. For example, one Politics pupil's trip to an exam workshop was fully funded as their concentration had dipped and their participation on the day helped refocus their attention back to exam strategy and examples in the news. This helped this student achieve an A*.</p> <p>The Languages department promoted passion for the French language at KS3 level by targeting pupils who may not have thought about the relevance and importance of studying a language. Student feedback of the event indicated that their impression of the subject was much more positive and an impressive 27 out of 30 students chose to GCSE French as one of their options.</p> <p>The impact of the Music lessons on PP students has been positive for the following reasons:</p> <ol style="list-style-type: none"> 1. It has built their confidence and improved their classroom interaction. 2. Students have a new found desire and willingness to perform in music 	<p>The vast majority of the teachers who requested funding commented that they would request funding again for similar activities and visits in order to spark interest and help pupils understand vital topics in preparation for external assessments.</p> <p>For the Music lessons, we need to ensure that they are fully targeted and that students make a commitment to</p>

		<p>events (such as concerts like yr6 taster day)</p> <p>3. There is now a solid foundation in instrumental skills for those students, which is essential since the performance component is worth 30% in the GCSE course and 25% in the BTEC course.</p> <p>4. Performance grades are improving impacting on their progression. In last year's Music class, 31% of students were PP and the overall ALPs grade 3 highlights that the impact that these Music lessons have had.</p> <p>The Inner Mongolia trip helped develop the Year 9 student's mentoring skills, cultural awareness, communication skills, adaptability and overall his confidence. This was his first ever trip out of the UK and he appreciated the beauty of his new environment and respected the differences in culture. He was able to communicate with many other children despite the language barriers and developed friendships while abroad.</p>	<p>attend the lessons.</p> <p>These opportunities should be provided next year to help disadvantaged students create lifelong memories.</p>
<p>D. Staff skill in supporting pupil premium.</p>	<p>Over the course of the academic year, we have developed a research project aimed at identifying causes and potential solutions for the differences in attainment between PP students and non PP students. Funds are yet to be required for this project, however as we discover potential responses to challenges faced by PP students, there may be costs. For instance costs for invited speakers in,</p>	<p>Our hope is that by identifying precisely what students are struggling with and targeting these issues, we are more likely to support their progress (as opposed to using 'out of the box' methods). In the medium term, the test group of students will be monitored and their progress tracked for the next year or so. Once we have then analysed the outcomes of our project, we may consider expanding this trial and streamlining it for use across year groups.</p> <p>So far we have discovered that PP students do underperform compared</p>	<p>This research project will continue this year with Year 10.</p>

	arranging activities, staff cover, cost of materials etc	to their counterparts, however underperformance is particularly pronounced in Low Prior boys and girls. In the Mid prior group results vary and in the High prior group, girls virtually match their counterparts whereas a boys generally underperform slightly. In addition, we have identified that changes in the makeup of each cohort year on year is likely to impact performance and that this is compounded further due to the change in cohort structure of the non PP cohort.																
E. Lack of access to educational resources such as the internet, books and study equipment.	Science, Drama, RE, Mathematics and the LAC invested in revision guides, tuition and workbooks to help KS3 and KS4 pupils have equal access to revision resources. This resulted in a cost of around £3210. Also, the Brilliant Club programme cost £1260 for Year 12 pupils which encouraged those eligible to consider applying to highly-selective universities.	<p>Pupils, who would otherwise have no access to these resources, were able to make greater progress by improving their exam techniques and recapping on key content in a more accessible way.</p> <p>Results for subjects where revision guides were purchased:</p> <table border="1" data-bbox="746 1198 1251 1576"> <thead> <tr> <th>Subject</th> <th>ALPS PP</th> <th>ALPS non-PP</th> </tr> </thead> <tbody> <tr> <td>Drama</td> <td>3</td> <td>4</td> </tr> <tr> <td>English</td> <td>3</td> <td>4</td> </tr> <tr> <td>Maths</td> <td>3</td> <td>3</td> </tr> <tr> <td>Science</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>PP students in English and Drama achieved higher than non PP students and they are now in line for Maths and Science.</p> <p>The one-to-one tuition put in place for key LAC pupils had a significant impact as students who regularly attended were able to use the school's resources to catch up on</p>	Subject	ALPS PP	ALPS non-PP	Drama	3	4	English	3	4	Maths	3	3	Science	2	2	<p>The revision guides need to be purchased again by departments as the results show that this was a positive strategy.</p> <p>The Brilliant Club programme was a sound investment and useful to use next year to encourage talented Year 11 students to attend the Sixth Form as they have many opportunities to take part in while studying for their A Level courses. This will continue next year.</p>
Subject	ALPS PP	ALPS non-PP																
Drama	3	4																
English	3	4																
Maths	3	3																
Science	2	2																

		<p>missed GCSE work and revise topics in greater depth. This positively impacted on their effort in the Summer Term.</p> <p>The Brilliant Club impact was noteworthy as all pupils were able to complete a university level assignment and work with a PhD tutor on a topic that they would not usually have the opportunity to study in school. They also attended IAG sessions at two highly selective universities as well as received study skills sessions. This stretched and challenged our high achieving eligible pupils and raised their aspirations about the future.</p>																									
<p>F. Lower level of parental engagement in education; less support available at home.</p>	<p>Funding was allocated to PP students having individual careers appointments. The remaining strategies were part of the whole school strategies.</p>	<p>Attendance of PP student this year: See full document - click</p> <table border="1" data-bbox="746 1048 1251 1704"> <thead> <tr> <th>Year group / No of Students</th> <th>Attendance</th> <th>% of Lates</th> </tr> </thead> <tbody> <tr> <td>7 - 85</td> <td>94.94%</td> <td>2.66%</td> </tr> <tr> <td>8 - 86</td> <td>94.36%</td> <td>3.45%</td> </tr> <tr> <td>9 - 97</td> <td>92.16</td> <td>4.53%</td> </tr> <tr> <td>10 - 88</td> <td>91.64</td> <td>4.93%%</td> </tr> <tr> <td>11 - 65</td> <td>76.38%</td> <td>3.01%%</td> </tr> <tr> <td>12 - 49</td> <td>94.54%</td> <td>2.11%</td> </tr> <tr> <td>13 - 32</td> <td>70.53</td> <td>2.74%</td> </tr> </tbody> </table>	Year group / No of Students	Attendance	% of Lates	7 - 85	94.94%	2.66%	8 - 86	94.36%	3.45%	9 - 97	92.16	4.53%	10 - 88	91.64	4.93%%	11 - 65	76.38%	3.01%%	12 - 49	94.54%	2.11%	13 - 32	70.53	2.74%	<p>Parental engagement needs to remain a priority next year with a focus on the lower year groups.</p>
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Years 7 - 11		
	Pupils in group	Attendances
Pupil Premium	421	89.9
Not Pupil Premium	1068	92.2
GAP		2.30

Years 7 - 13		
	Pupils in group	Attendances
Pupil Premium	502	87.79
Not Pupil Premium	1374	89.78
GAP		1.99

The gap between the two groups has increased from half term 5 and although it looks like the attendance is low the figures include half term 6 when year 11 and year 13 students were doing exams.

Attendance of parents of PP students to parents evening:

Year group	Number	Percentage
7	77/84	89%
8	68/79	86%
9	73/92	78%
10	58/80	73%
11	52/56	93%
12	6/7	97%
13	9/9	100%

In September we launched our half termly learning maps for the whole school (Years 7 - 13). This informs parents of what their child is studying for each subject in that half term and when their assessments take place,

		<p>thus enabling them to support their child with their home learning and preparation for assessments, as well as enabling them to be actively involved in their child's learning. These are Group called to parents at the start of each half term and are also available on the school website. See appendix 3 for an example.</p> <ul style="list-style-type: none"> - Parent feedback from this has been very positive so far, with comments such as; <ul style="list-style-type: none"> “I like receiving the term topics it’s very helpful to understand what they are learning.” “Love the recent half termly packs - really useful to see what they will be studying. Great explanation of reports and steps etc.” “This year the school have been more proactive with parents by providing lesson plans, what the children are studying per term, and how I can support my child's learning at home. This is really helpful and having received it at the beginning of the school year it allows me to keep track of the learning objectives.” <p>In September we also launched Year group handbooks. The handbook was put together to provide parents with the email addresses of all key members of staff at Oaks Park so they are able to communicate with the school effectively. It also provides parents with key dates and advice to support their child in their current key group and encourages them to take an active role in their child’s education through revision techniques and transition advice.</p>	
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		<ul style="list-style-type: none">- Parents feedback in regards to the handbooks has also been positive. One parent commented that they felt the following provided evidence of the school being welcoming to parents, 'Parents evenings, year handbook with info on how to contact staff if needed, twitter feeds.' <p>Additionally, to further encourage parents to be involved with their child's learning and education and to support parents with this, we are publishing a weekly article in the school newsletter for parents focused on how they can support their child at home. This addresses areas such as, how parents can support their child during the exam period, with revision, with assessment and even homework. See appendix 4 for an example of this.</p> <p>Year 11 results evening for Year 11 parents. This evening was designed with two aims in mind. Firstly, to allow students to experience how they will be feeling in the summer when they open their exam results and use this to motivate them and improve their progress. Secondly, to support parents with the GCSE exam season that lays ahead and post-16 options. The evening began with an overview of how our school, alongside parents and carers at home, can work closely together to pursue academic and personal development for all students in the countdown to their exams. Parents also heard from the careers and sixth form team, outlining what was head for them and the importance of the upcoming exams. All elements of the evening combined to show the continued</p>	
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		commitment that our school has to ensure that parents are supported with their child's move throughout the school.	
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Total pupil premium allocation for [previous] academic year: £448,000.

Please see the Pupil Premium Strategy for 2019-20 to see the plans for how the funds will be allocated in this academic year.