

## Melksham Oak Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	1153
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	31/8/2025
Statement authorised by	Abbie Clark, Associate Headteacher David Cooper, Executive Headteacher
Pupil premium lead	Pavarnie Jackson, Deputy Headteacher
Governor / Trustee lead	Paul Berry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291300.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£291300.00

## Pupil premium strategy plan

### Statement of intent

#### Vision

Melksham Oak Community School is committed to narrowing the gap between the progress and attainment of disadvantaged pupils when compared to non-disadvantaged students in this setting. We are committed to providing all our disadvantaged students with a high quality learning experience covering a broad curriculum whilst raising their aspirations and supporting students to achieve their full potential. We aim to develop well rounded global citizens who are ready to overcome the challenges of tomorrow in line with our school values of respect, ambition and pride.

#### Key Principles

Our strategy to deliver this vision will always be guided by the following principles to tackle the barriers facing our disadvantaged students. Our approach always prioritises a small group of strategies that are proven to work by respected research.

- Melksham Oak Community School recognises that it plays a key part in making a difference to a disadvantaged student by providing an environment that supports them to grow, thrive and be successful.
- Quality teaching and learning, supported by an ambitious curriculum and focused learning environment is the most important lever to improve disadvantaged students' outcomes.
- Every disadvantaged student is unique and the barriers to them being successful are different. Tackling disadvantaged progress is not just about supporting students with low prior attainment but supporting all disadvantages students of all abilities and recognising the needs of vulnerable students such as young carers, looked after children and those with social services support.

#### Challenges

Melksham Oak Community School has carried out an evaluation of its disadvantaged students to identify the main challenges to their learning. We recognise that every student is unique and that there is a danger of stereotyping all of our disadvantaged students as having the same challenges. The school has the highest expectations for every learner and we believe that we can overcome these challenges for disadvantaged learners through outstanding teaching and learning, exceptional interventions and strong relationships between students, teachers and home.

Challenge	Detail of Challenge
Outcomes	Summer 2024 outcomes show that PP students attainment is below non PP students on all headline measures. PP Gap largest in Ebacc and Maths P8 Baskets.
Literacy	Disadvantaged students enter school with lower literacy skills than other students.

	21% of PP students are also SEN students compared to 14% SEN of all students.
Behaviour	Disadvantaged students attitude and behaviours in school result in higher suspension rates for disadvantaged students compared to other students
Attendance	Attendance figures are lower for disadvantaged students with higher rates of PA.
Aspiration and Career pathways	Disadvantages students commonly have lower aspirations compared to our non disadvantaged students

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved

	Intended outcome	Success criteria
Outcomes	Continue to close the progress gap between disadvantaged students and all other pupils, with a focus on core subjects.	The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points.
Teaching and Learning	Continue to use MOW lessons consistently through school and enhance this with CPD for staff on adaptive teaching and SEN 6 strategy.	Disadvantaged students will be supported in a class setting due to an additional focus by the class teacher upon adaptive teaching. E.g. scaffolding and dual coding. Teachers will know and check upon disadvantaged students first.
Reading and literacy	Progress in literacy for disadvantaged students through library lessons, reading in tutor and where appropriate using interventions such as Lexia will ensure that they are more able to access the GCSE curriculum.	Students in Year 7 and Year 8 who are flagged as having a reading age below 11 years will make rapid progress to move them in line with their chronological age.
Behaviour	Improved attitudes to learning of PP students will result in reduced numbers of PP students being referred to our inclusion room, as well as a reduction in exclusions for this cohort.	A reduction in the negative behaviour points, referrals to the inclusion room, and exclusions for disadvantaged students. The average reported attitude to learning score for disadvantaged students will improve.
Attendance	Increased attendance rates for PP students and a reduction in the number of persistently absent PP students.	Overall attendance among disadvantaged students shows an improving trend for sessions attended, and a declining trend for the number of disadvantaged

		students who are persistently absent.
Aspiration	Increase the aspirations and ambition for all PP students	The number of students entered into the EBacc will continue to increase. The number of disadvantaged students entering MOCS Sixth Form will increase.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £218,475

“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 PP spending” EEF guide to the Pupil Premium 2019

Activity	Evidence	Challenge(s) addressed
Review of and update to homework policy. This will ensure quality and impact of home learning tasks on student progress and literacy as well as increased completion rates by students.	EEF Toolkit Homework (Secondary) +5months additional progress compared to students not set h/wk. Homework has a positive impact on average particularly with pupils in secondary schools. Parental engagement +3months additional progress	Outcomes / Literacy
Embed reading into the tutor programme and ensure all students in key stage 3 have regular access to the library to borrow age appropriate reading. English department library lesson	“Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.” (Clark 2011; Clark and Douglas 2011)	Literacy
Behaviour for learning CPD for all staff to ensure consistency of use of FOCUS and STEPS. This promotes routines and high expectations which supports progress and safety of the most vulnerable students including disadvantaged.	EEF Improving behaviour in schools guidance report (updated 2021), Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.	Outcomes / Behaviour

SEN 6 and Adaptive Teaching CPD to support staff in overcoming barriers to learning for all students. Use of scaffolding and dual coding to improve knowledge retention and recall over time leading to greater student progress.	EEF Review of Cognitive Science Approaches in the classroom suggests that older students (Secondary) benefit more from use of diagrams and images to retain new knowledge.	Outcomes /
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: 38,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge Addressed</b>
Tuition for Exam cohort Students - Disadvantaged students in Year 11 and year 10 will receive additional small group tuition following their mock assessments and crucially during the examination period.	EEF Toolkit One-to-one tuition +5 months progress compared to peers of the same comparison. Small group tuition +4 months progress	Outcomes /Behaviour
1:1 Pastoral support - Disadvantaged students will be prioritised for appropriate Mentoring / Counselling interventions.	EEF Toolkit Social and emotional learning +4 months progress	Behaviour / Raising Aspiration
Direct funding of resources for disadvantaged students on a specific needs basis including: purchase of revision materials, stationery, specialist subject equipment, support for curriculum trips, music lessons and careers visits.	To broaden cultural capital and allow disadvantaged students to reach progress 8 targets in line with peers.	Raising aspiration / Outcomes / Attendance

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,825

Activity	Evidence to support	Challenge Addressed
<b>Attendance</b> The Attendance team and Family Liaison Officer prioritises disadvantaged students first.	EEF Toolkit Parental involvement +3 months progress	Attendance / lowering PA
<b>Pastoral Leaders / SENCO / FLO</b> Regular student solutions panel identifies barriers to attendance and learning for students in each year group with focus on PP for priority intervention. They allocate suitable early intervention to support social and emotional learning that leads to greater progress and removes barriers to attendance.	EEF Toolkit Social and emotional learning +4 months progress	Behaviour / outcomes / attendance
Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. All disadvantaged students are offered a careers appointment. Students also participate in the careers curriculum which includes assemblies, careers fairs, employer and educational workshops, alongside university and employer visits.		Raising Aspiration

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Analysis of the performance of the school's disadvantaged pupils during the previous academic year has included evidence from both national assessments and internal summative and formative assessments. For students sitting final exams in 2024 the percentage of disadvantaged students entering the full range of 9 GCSEs increased on the previous academic year as did the number of disadvantaged students entering Ebacc. The gap in both Progress 8 and Attainment 8 scores for disadvantaged students in comparison to our non disadvantaged students has reduced however is still persistent year on year and our disadvantaged students outcomes remain below comparable national

progress figures. Attendance of disadvantaged students last academic year remained similar to previous years so this remains a focus with the additional support of the new FLO in place for academic year 2024/25. Based on the data available the performance of disadvantaged students has improved on the previous year and improved over the 3 years that the previous plan covered.

Our evaluation of the strategy implemented last year has informed the development and changes to the strategy going forward to this academic year. We have built on our plans from the previous school year to maintain the strong work on consistency of teaching and learning approaches in delivery of lessons. This ensures that pupil premium students are treated consistently and understand expectations in every lesson to support improving behaviour and learning. At the same time the CPD plan develops in the coming year to deepen staff understanding of different barriers to learning so that students can be treated as individuals with their own learning needs being met. We have also reviewed the impact of targeted interventions used and have chosen to increase this provision as it clearly positively impacted student outcomes particularly in Maths. For key stage 3 the CATS data and internal reading age assessments show that our disadvantaged students make up a larger proportion of lower ability and lower reading age groups therefore our SEN6 strategies will have a positive impact on this cohort. Targeted interventions such as Lexia will support faster progress with literacy and help remove barriers to learning for disadvantaged students across all subject areas.