

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	1278
Proportion (%) of pupil premium eligible pupils	297/1274 = 23.3%
Academic year/years that our current pupil premium strategy plan covers	Third year of a three-year plan
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Haris Hussain, Principal
Pupil premium lead	Mel Peeling, Vice Principal
Governor / Trustee lead	Moira Laffey, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 284,821
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 73,140
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£357,960

Pupil premium strategy plan

Statement of intent

Vision

Melksham Oak Community School is committed to closing the gap between the progress and attainment of disadvantaged pupils with the national average of non-disadvantaged students. We are committed to providing all our disadvantaged students with a world class learning experience whilst raising their aspirations and supporting students to achieve their full potential. We will develop global citizens who are ready to overcome the challenges of tomorrow.

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 so that they 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. Rather it is about supporting those students with mid and high prior attainment as well.

Challenges

Melksham Oak Community School has carried out a detailed reflection and 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 understands the individual's needs through barrier maps, which are then used to personalise our approach. We have 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 number	Detail of challenge
A	Disadvantaged students have underperformed in comparison to other students, particularly in English
B	Historic outcomes indicate that the quality of teaching for disadvantaged students is not as effective as for non-disadvantaged students.
C	Literacy skills of disadvantaged students entering the school in Year 7 are lower than other students
D	Disadvantaged students' attitudes to learning and behaviour result in higher levels of disengagement and exclusion compared to other students.
E	Attendance of disadvantaged students is below that of non-disadvantaged students. More disadvantaged students are persistently absent than non-disadvantaged student
F	Disadvantaged students have lower aspirations compared to 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
A	Continue to close the progress gap between disadvantaged students and all other pupils, with a focus on the English element of Progress 8.	The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points.
B	Embedding of "The Melksham Oak Way" to further improve the quality of teaching and learning will benefit all students, but particularly disadvantaged students. Disadvantaged students will further benefit with an increasing focus upon the targeting of teaching and learning strategies towards disadvantaged students.	Disadvantaged students will be supported in a class setting due to an additional focus by the class teacher upon adaptive teaching. E.g. targeted questioning. Teachers will know and check upon disadvantaged students first.

C	Rapid progress in literacy for disadvantaged students will ensure that they quickly become secondary ready and are therefore 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.
D	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.
E	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.
F	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: £ 255,164

“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 that supports this approach	Challenge number(s) addressed
<p>Arbor and 4Matrix</p> <p>The school will move to ARBOR and 4Matrix to improve the quality of teaching and to improve communication between school and home. ARBOR allows staff to identify disadvantaged students and have up to date information on their needs. In addition, ARBOR will allow parents and carers to have swift information on their child’s homework, behaviour and attendance. This will enable the management of assessment, increase engagement and improve communication with parents.</p>	<p>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</p>	<p>A, B, D and E</p>
<p>Teaching Assistants</p> <p>Teaching Assistants will be trained to identify and support all disadvantaged students in the classroom, including those who are not identified as SEND. CPD time will be dedicated to train teaching assistants on how they can best support disadvantaged students in the classroom, including giving time for students to work independently and when to intervene appropriately.</p>	<p>EEF Toolkit Use of Teaching Assistants +1month EEF “Making best use of Teaching Assistants”</p>	<p>A, B and D</p>
<p>Reading Programme</p> <p>Introduction of a whole school reading approach to ensure all students read at least four times a</p>	<p>“Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and</p>	<p>A and C</p>

week. The tutor will read from a challenging text while the student tracks the text. This will ensure exposure to a diverse range of high quality, age-appropriate texts and give an opportunity for the students to experience new and unfamiliar vocabulary.	attainment.” (Clark 2011; Clark and Douglas 2011).	
Feedback development The feedback policy will continue to be embedded. This policy prioritises feedback to inform more effective teaching (e.g. effective explanation, models and examples of excellence) and focuses on making students think hard.	EEF Toolkit Feedback +8 “It is ‘among the most common features of successful teaching and learning’ with an average effect size of 0.79, ‘twice the average effect of all other schooling effects’ (Hattie, 2012)	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 102,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition for Exam cohort Students Disadvantaged students in Year 11 and Year 13 will receive additional online tuition following their mock assessments and crucially during the examination period. Enhanced access to	EEF Toolkit One-to-one tuition +5 months progress compared to peers of the same comparison. Small group tuition +4 months progress	A and F
1:1 Pastoral support Students are chosen for specific social and emotional support (e.g. ELSA, anger management) if they are identified or are at risk of having this as a barrier to learning. Disadvantaged students are always prioritised for intervention.	EEF Toolkit Social and emotional learning +4 months progress	D, E and F
Targeted Individual Intervention 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 and music lessons.	The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points.	A, D, E and F

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance The Attendance team prioritises disadvantaged students first.</p>	EEF Toolkit Parental involvement +3 months progress	E
<p>Heads of Year (HoY)/Pastoral Managers A significant focus for each HoY is proactive work with our disadvantaged learners, which includes classroom visits to monitor the progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning</p>	OFSTED: How schools are spending the funding successfully to maximise achievement	A, D and E
<p>Careers 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.</p>	OFSTED: How schools are spending the funding successfully to maximise achievement	F

Total budgeted cost: £ 357,960

Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged student outcomes were lower than the national average in Summer 23.