

# The Melksham Oak Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Melksham Oak Community School
Number of pupils in school	1276
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	First year of a three year plan
Date this statement was published	1 <sup>st</sup> October 2021
Date on which it will be reviewed	4 <sup>th</sup> January 2022
Statement authorised by	Alan Henderson, Principal
Pupil premium lead	Will Ruscoe, Vice Principal
Governor / Trustee lead	Ruth Balnave

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235008
Recovery premium funding allocation this academic year	£35,000 (please see separate recovery premium document on how this will be spent)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£235008

## Part A: 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 disadvantage 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 disadvantage student by providing environment so that they grow, thrive and be successful.
- Quality teaching and learning supported by an ambitious curriculum and calm learning environment is the most important lever to improve disadvantaged students' outcomes.
- Every disadvantage student is unique and the barriers to them being successful are different. Tackling disadvantage progress is not just about supporting low attainers but mid and high prior attainers as well.

## Challenges

The 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 then personalise our approach as a consequence. 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 teacher-student-home relationships.

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 students.
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.

	<b>Intended outcome</b>	<b>Success criteria</b>
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 with non-disadvantaged students nationally 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 of targeting teaching and learning strategies towards DISADVANTAGED students.	Disadvantaged students will be clearly identifiable in a class setting due to the additional focus by the class teacher through questioning and additional support. Teachers will know and check disadvantaged students first.
C	Rapid progress in literacy for students to 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 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 referred to L54 (inclusion room), as well as a reduction in exclusions for this cohort.	A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.
E	Increased attended session rates for PP students and declining number of persistently absent PP students.	Overall attendance among disadvantaged students shows a improving trend for sessions attended and declining trend for the number of disadvantaged students who are persistently absent.
F	Increase the aspirations and ambition for all PP students	The number students entered into the EBacc will continue to increase. To the number of disadvantaged students entering MOCS sixth form will increase.

## Planned Expenditure in 2020/2021

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

At Melksham Oak, we take a tiered approach to our spending prioritising the improvement of teaching, targeted academic support and wider strategies.

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

Budgeted cost: £125250

“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**

Strategy	Contribution from PP	Description	Rationale	Success Criteria	Challenge being addressed
<b>Embedding of the Melksham Oak Way (T&amp;L Model)</b>	<b>£15000</b>	The Melksham Oak Way is the school’s model for teaching and learning. The model incorporates proven research pedagogy and allows a shared understanding and language amongst all stakeholders including students. Quality T&L benefits all students	The EEF guide to the Pupil Premium 2019  “ Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points  Disadvantaged students will be clearly identifiable in a class	A and B

		<p>but is significantly beneficial for disadvantaged students.</p> <p>Teachers will know their disadvantaged students first and check their PP first. Check first does not necessarily ask disadvantaged students questions first or check their work first. Its means that they will check their PP students first with the best approach that works for the individual student.</p> <p>The introduction of a specific scaffolding approach during the “we do” stage of the lesson. This proven to be particularly beneficial and successful for disadvantaged learners.</p>	<p>effect on children eligible for the Pupil Premium.”</p> <p>Concept mapping can provide a number of important roles for learners, one of these is to help pupils organise what might seem like disparate information into more logical forms.</p> <p>Fiorella &amp; Mayer's Generative</p>	<p>setting due to the additional focus by the class teacher through questioning and additional support. Teachers will know and check disadvantaged students first.</p>	
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			Learning in Action. PP35.		
<b>CPD</b>	£10000	The school recognises the importance of investing in our staff, to ensure even better teaching and learning is delivered which has a particularly positive impact on disadvantaged students. The CPD program is bespoke so that the needs of individual teachers are met. A particular focus of 2021/2022 is the introduction of an incremental coaching programme.	<b>The EEF guide to the Pupil Premium 2019</b>  “Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A and B</b>
<b>Quality Assurance</b>	£5000	A key strand of the school’s quality assurance program is focussed on disadvantaged students. A senior leader and team of other school leaders evaluates on the quality of education our disadvantaged students receive. This includes learning walks, book scrutiny and student voice activities. The work of this term is reviewed termly by	<b>The EEF guide to the Pupil Premium 2019</b>  “ Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A and B</b>



		the school's leadership and next steps planned including the CPD offered to staff	effect on children eligible for the Pupil Premium."		
<b>New curriculum and assessment system</b>	£5000	<p>Our new curriculum (including a new three-year Key Stage 3) aims to balance breadth and depth of learning. Each subject carefully identifies and sequences key knowledge and skills. The curriculum is fully inclusive ensuring the needs of all our learners including disadvantaged are considered. The curriculum also addresses cultural capital gaps that students could be disadvantaged by.</p> <p>The assessment system was introduced in September 2020 and tracks progress throughout their journey through the curriculum. This new assessment system will ensure swift intervention in years 7 to 11, once underachievement is identified.</p>	<p><b>The EEF guide to the Pupil Premium 2019</b></p> <p>" Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."</p>	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A and B</b>

<b>Satchel</b>	£1500	The school uses Satchel to improve the quality of teaching and to improve communication between the school and the home. Satchel allows staff to identify disadvantaged students and have up to date information on their needs. Satchel also allows parents and carers to have swift information on their child's homework, behaviour and attendance.	<b>EEF Toolkit</b>  Homework (Secondary) +5months  Parental engagement +3months	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points  Disadvantaged students will be clearly identifiable in a class setting due to the additional focus by the class teacher through questioning and additional support. Teachers will know and check PP first.  A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.	<b>A,B,D and E</b>

<b>Teaching Assistants</b>	£20000	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 or students to work independently and when to intervene appropriately.	<b>EEF Toolkit</b>  Use of Teaching Assistants +1month  EEF “Making best use of Teaching Assistants”	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points  Disadvantaged students will be clearly identifiable in a class setting due to the additional focus by the class teacher through questioning and additional support. Teachers will know and check disadvantaged students first.  A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for	<b>A, B and D</b>

				disadvantaged students will improve.	
<b>Reading programme</b>	£5000	Introduction of a whole school reading approach to ensure all students read at least four times a 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.	<p>“Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.”</p> <p><b>(Clark 2011; Clark and Douglas 2011).</b></p>	Students in Year 7 and Year 8 who are flagged as having reading age below 11 years will make rapid progress to move them in line with their chronological age.	<b>A and C</b>
<b>Enhanced provision</b>	£30000	Students who have been identified as having significant needs (including behaviour and mental health) will receive	<b>EEF Toolkit</b>	The Progress 8 gap will narrow and be in line with non-disadvantaged students	<b>A, D and E</b>

		<p>enhanced provision in our Apollo centre. This allows a bespoke curriculum in small groups or 1:1 support. There will also be timetabled lessons with subject specialist teachers. The Apollo also supports students' social and emotional learning. The Apollo Centre has moved onto school site in 2020/2021 to further improve the school's enhanced provision.</p>	<p>One-to-one tuition +5</p> <p>Small group tuition +4</p>	<p>nationally from similar starting points</p> <p>A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.</p> <p>Overall attendance among disadvantaged students shows an improving trend for sessions attended and declining trend for the number of disadvantaged students who are persistently absent.</p>	
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<b>Feedback policy</b>	£2000	The new feedback policy (introduced in September 2020) will continue to be embedded. This policy prioritises feedback to inform more effective teaching (eg effective explanation, models and examples of excellence) and focussing on students' learning by making students think hard.	<b>EEF Toolkit</b>  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)	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A</b>

<b>PIXL</b>	£1750	The school will continue to be a member of PiXL to ensure that it monitors good school practice through collaboration.	OFSTED 2015: Supporting the attainment of disadvantaged students.	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A</b>
<b>Nurture Group in Years 7 and 8</b>	£30000	This is a small class who are taught by specialist SEND teachers. Children will attend the Nurture group if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher adult to pupil ratio to help them make progress. Disadvantaged students will always be prioritised in this group.	EEF Toolkit  Reducing class sizes +3  Small group tuition +4	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A B</b>

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

Budgeted cost: £52000 (22%)

“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”

Strategy	Contribution from PP	Description	Rationale	Success Criteria	Challenge being addressed
<b>One to one intervention</b>	£15000	Students who are not making the expected progress are offered one to one tuition in English and maths. Disadvantaged students are always prioritised for selection in these groups.	EEF Toolkit  Small group tuition +4	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A B</b>
<b>1:1 Pastoral support</b>	£15000	Students are chosen for specific social and emotional support (eg ELSA, anger management) if they are identified or are at risk of having this as a barrier. The type of intervention is always specific to the students' need. Disadvantaged students are always prioritised for intervention.	EEF Toolkit  Social and emotional learning +4	A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.  Overall attendance among disadvantaged students shows an improving trend for sessions attended and declining trend for the number of disadvantaged	<b>D, E and F</b>



				<p>students who are persistently absent.</p> <p>The number students entered into the EBacc will continue to increase.</p> <p>The number of disadvantaged students entering MOCS sixth form will increase.</p>	
<b>WEM Mentoring programme</b>	£500	The WEM mentoring programme runs with a local business providing mentors for a group of students. Students gain knowledge of opportunities, work-place skills and employability pathways. It aims to inspire and motivate students to raise their aspirations and stay engaged in education. Disadvantaged students are always prioritised for taking part in the programme.	Research of the programme in 2020/2021 stated that participating teachers reported students who took part increased their engagement with school activities, confidence, resilience and career goals.	<p>The number students entered into the EBacc will continue to increase.</p> <p>To increase the number of disadvantaged students entering MOCS sixth form will increase.</p>	<b>F</b>

<p><b>Year 7 Transition Camp/Day</b></p>	<p>£1000</p>	<p>All disadvantaged students will part in the Year 7 transition camp (no overnight camp in 2021/2022 because of Covid) and have at least part of their fee subsidised by 50%. This event aims to increase students' well-being, sense of belonging within the school and teamwork.</p>	<p>Previous student voice was very positive that this event helped their transition and start of their time at school.</p>	<p>The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points</p> <p>A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.</p> <p>Overall attendance among disadvantaged students shows an improving trend for sessions attended and declining trend for the number of disadvantaged students who are persistently absent.</p>	<p><b>A, D and E</b></p>
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<b>Targeted individual intervention</b>	£20000	Direct funding of resources for disadvantaged students on a specific need's basis including: purchase of revision materials, stationery, specialist subject equipment, support for curriculum trips and music lessons.		<p>The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points</p> <p>A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.</p> <p>Overall attendance among disadvantaged students shows an improving trend for sessions attended and declining trend for the number of disadvantaged</p>	<b>A, D, E and F</b>

				<p>students who are persistently absent.</p> <p>The number students entered into the EBacc will continue to increase.</p> <p>The number of disadvantaged students entering MOCS sixth form will increase.</p>	
<b>Breakfast Club</b>	£500	A breakfast club will run for targeted students who would benefit from this provision. Not only does this ensure students have a healthy breakfast but also offers them an opportunity to discuss their day ahead and mood with a member of the pastoral team.	Individual case studies demonstrate the impact of this intervention previously run by the school.	<p>The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points</p> <p>A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for</p>	<b>D and E</b>

				<p>disadvantaged students will improve.</p> <p>Overall attendance among disadvantaged students shows an improving trend for sessions attended and declining trend for the number of disadvantaged students who are persistently absent.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £57758 (25%)

Strategy	Contribution from PP	Description	Rationale	Success Criteria	Challenge being addressed
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<p><b>PP Champions</b></p>	<p>£15000</p>	<p>A Vice Principal and Head of Faculty have a responsibility to focus on ensuring that disadvantaged students are given the optimum support and are championed in all areas of the school.</p>	<p>OFSTED: How schools are spending the funding successfully to maximise achievement</p>	<p>The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points.</p> <p>Disadvantaged students will be clearly identifiable in a class setting due to the additional focus by the class teacher through questioning and additional support. Teachers will know and check disadvantaged first.</p> <p>Students in Year 7 and Year 8 who are flagged as having reading age below 11 years will make rapid progress to move them in line with their chronological age.</p>	<p><b>disad</b></p>
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				<p>A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.</p> <p>Overall attendance among disadvantaged students shows a improving trend for sessions attended and declining trend for the number of disadvantaged students who are persistently absent.</p> <p>The number students entered into the EBacc will continue to increase.</p>	
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				The number of disadvantaged students entering MOCS sixth form will increase	
<b>Raising Standards Strategy</b>	£5000	The Pupil Premium Champion, in their role for raising standards, leads the data capture, analysis and intervention. The link between the data analysis and intervention occurs at Raising Standard meetings where the progress of students is discussed with the DISADVANTAGED Champion and every Head of Faculty individually. Every disadvantaged student is discussed at each year group meeting. These meetings ensure swift identification of under achievement and planned interventions to address this.	OFSTED: How schools are spending the funding successfully to maximise achievement	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>A</b>
<b>Attendance Team</b>	£15000	The Attendance team (including an Assistant Head, Attendance manager and admin support) prioritises disadvantage students first. An extra position has been added to this team because of	EEF Toolkit  Parental involvement +3	Overall attendance among disadvantaged students shows a improving trend for sessions attended and declining trend for the number of disadvantaged	<b>E</b>



		<p>the importance attendance plays. This includes meetings with students, parents/carers and working with external agencies including the Educational Welfare Officer. The team also hold fortnightly meeting with Head of Years to ensure that students have been identified and intervention is in place.</p>		<p>students who are persistently absent.</p>	
<p><b>Heads of Year (HoY)/Pastoral Managers</b></p>	<p>£14500</p>	<p>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. In liaison with the PP Champions, the HoYs manage the disadvantaged students' barrier maps.</p> <p>Every year group has a Pastoral Support Manager assigned, who works with the Head of Year.</p>	<p>OFSTED: How schools are spending the funding successfully to maximise achievement</p>	<p>The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points.</p> <p>A reduction in the negative behaviour points, referrals to L54 and exclusions for disadvantaged students. The average AtL score for disadvantaged students will improve.</p>	<p><b>A, D, and E</b></p>

		<p>Pastoral support is provided to students to help promote a positive approach to learning. This work prioritises our disadvantaged students.</p> <p>A significant amount of our safeguarding team's time is spent on disadvantaged students who often are more vulnerable to safeguarding concerns than other students.</p>		<p>Overall attendance among disadvantaged students shows an improving trend for sessions attended and declining trend for the number of disadvantaged students who are persistently absent.</p>	
<b>Careers</b>	£8258	<p>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 their career curriculum which includes assemblies, careers fairs, employer and educational</p>	<p>OFSTED: How schools are spending the funding successfully to maximise achievement</p>	<p>The number students entered into the EBacc will continue to increase.</p> <p>The number of disadvantaged students entering MOCS sixth form will increase.</p>	<b>F</b>

		workshops, alongside extracurricular trips such as University and Employer site visits (COVID allowing).			
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**Total budgeted cost: £ 235,008**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

A RAG rating has been given to each Pupil Premium expenditure in 2020/2021. The table shows how this RAG rating has been determined through clear evaluation.

Green	The expenditure has been successful and has had an evidenced impact on the progress, attainment and/or well-being of disadvantaged students.
Amber	The expenditure is believed to have had an impact on the progress, attainment and/or well-being of disadvantaged students or further evidence is needed to confirm the impact.
Red	The expenditure has had little or no impact on progress, attainment and/or well-being of disadvantaged students or further changes to the intervention need to be made to make it effective.

Quality of teaching			
Expenditure	Description Success Criteria (taken from the 2020/2021 PP report)	Success Criteria (taken from the 2020/2021 PP report)	Evaluation
Develop whole school teaching and learning quality standards.	A new teaching and learning model (The Melksham Oak Way) will be introduced into the school. This model ensured consistent approach of teachers in delivering strategies that had research proven impact.	The introduction of the new T&L model will increase the consistency of practice in the classroom.	<p>Staff voice suggests they have a better understanding of the latest pedagogical thinking and the requirements in the classroom.</p> <p>Drop ins showed “do now” tasks (first key focus) were common in classrooms and were focussed on retrieval activities. This was supported by an external quality assurance visitor.</p> <p>A new ppt template was introduced (for full use in 2020/2021) and this will further improve the consistency of delivering the lesson structure.</p>
Staff CPD	All staff will receive regular CPD to support their growth as classroom teachers. Middle leaders will also be trained in how to lead the improvement of teaching and learning in their departments.	To improve the quality of T&L in every classroom.	<p>All staff including teaching assistants were trained in the new Melksham Oak Way teaching model.</p> <p>A leading education consultant was used to work on the development and implementation of the new learning model. He also spent time with the middle leaders on developing their leadership skills to improve T&amp;L in the department.</p>

			Voluntary staff CPD sessions were offered that involved deliberate practice were well attended.
Nurture Group in Years 7 and 8 to support students joining us with lowest levels of literacy and numeracy	Nurture Group in Years 7 and 8 continued to support students joining with the lowest levels of literacy and numeracy – many of whom are disadvantaged.	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<p>71% of the class were defined as pupil premium. The average attitude to learning score for the class was 2.1 (good). 50% of the class were making over the expected level of progress at the end of 2020/2021 after arriving at school below the level of expected progress. All students in this group had a one-page profile set and distributed with all staff. This included information on their needs and also an opportunity for the student to give their own information that they wanted their teachers to hear.</p> <p>During lockdown all nurture group students were offered a place in school. If their parents declined, a teaching assistant rang and supported them as they accessed their “live” remote learning lessons.</p>
Satchel	Satchel was purchased to improve the quality of teaching and to improve communication between the school and the home. Staff were able to use Satchel to	To improve the engagement with disadvantage students parents/carers.	96% of PP students logged into Satchel and used the programme. Satchel allowed greater analysis of praise and behaviour points. The feedback from parents and staff was much greater preferences for Satchel compared to the previous system used.

	construct seating plans and identify disadvantaged students swiftly. Satchel also allows parents and carers to have swift information on their child's homework, behaviour and attendance.		
Enhanced provision	A new Assistant Head was appointed who wrote and implemented an ambitious plan for the school's enhanced provision (Apollo). The use of more specialist teachers to improve the quality of T&L and curriculum has improved the quality of education.	To improve the outcomes of disadvantaged students who enter our enhanced provision.	Individual student case studies can show the impact (and outcomes) achieved by pupil premium students at the Apollo Centre. Currently, all disadvantaged students who had provision in the Apollo Centre are accessing their post 16 provision.
Continue to deliver the 'Catch Up' Literacy & Numeracy Programme to support students in Year 7 who are not 'secondary ready'.	Students given additional support to help "catch" up with literacy and numeracy in Key Stage 3.	The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points	<b>Awaiting assessment results</b>

<b>Heads of Year /Pastoral Managers</b>	<p>Heads of Year and their associated pastoral manager prioritised the support of disadvantaged students. This was particularly important in 2020/2021 during the COVID lockdown. During the lockdown, the HOY and pastoral managers tracked engagement of remote learning. They also prioritised home visits with disadvantaged students. Disadvantaged students were offered a place in school if it was identified that remote learning was too much of a barrier and they needed further support. The Head of Year also managed the provision of laptops for disadvantaged students during the lockdown.</p>	<p>The Progress 8 gap will narrow and be in line with non-disadvantaged students nationally from similar starting points</p>	<p>Individual student case studies can demonstrate the impact of this support.</p>



Direct funding of resources for disadvantaged students.	Students were supported on an individual basis for the purchasing of resources that support their education. This included the purchasing of revision materials, stationary, specialist subject equipment and music lessons.	To ensure disadvantaged students can fully access the school's curriculum with the purchasing of resources as required.	Individual student case studies can demonstrate the impact of this support.
Use of SISRA (KS3/4) and Oxford Analytics	The data packages SiSRA and Oxford Analytics were purchased to improve teacher's knowledge of student's current assessment. This knowledge was then used to inform teaching and learning.	To ensure all students had challenging targets.  To increase the use of data that teacher's use to inform their planning of T&L.	The use of Oxford Analytics ensured that sixth form students were given targets that would put them in the top 20% nationally.  The use of SISRA improved staff's knowledge of all students particularly PP.
Attendance	The attendance strategy was made a priority at the start of 2020/2021. Tutor's received specific training on attendance and their role in promoting it to their tutor group. Regular communication was sent to		COVID has made 2020/2021 a challenging year to improve attendance figures.  We are currently awaiting the 2020/2021 attendance figures to be analysed.

	the parents and intervention was put in place swiftly for students whose attendance was declining.		
Careers	All disadvantaged students to be offered a place a careers interview. Disadvantaged students will be supported with applying for their post 16 studies.		All disadvantaged students were offered a careers appointment. Currently, 100% of disadvantaged students had started their place in post 16 provision.