

The Melksham Oak Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1281
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Second year of a three-year plan
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Alan Henderson, Principal
Pupil premium lead	Laura Rossiter, Associate Assistant Principal
Governor / Trustee lead	Ruth Balnave, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,800

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 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 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.

	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.

Planned Expenditure in 2022-2023

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: £135,250

“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
Embedding of the Melksham Oak Way (teaching and learning model)	£15,000	<p>High quality teaching and learning benefits all students. 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. but is significantly beneficial for disadvantaged students.</p> <p>Teachers will know their disadvantaged students first and check their PP first, using the best approach for the individual student.</p>	<p><i>The EEF guide to the Pupil Premium 2019:</i> “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>	<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 upon disadvantaged students first.</p>	A and B

<p>Embedding of the Melksham Oak Way (teaching and learning model) - continued</p>		<p>The introduction of specific scaffolding approaches during the “we do” stage of the lesson. This has been proven to be particularly beneficial and successful for disadvantaged learners.</p>	<p>Concept mapping can... help pupils organise what might seem like disparate information into more logical forms.</p> <p><i>(Fiorella & Mayer's Generative Learning in Action. PP35.)</i></p>		
<p>CPD</p>	<p>£15,000</p>	<p>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 programme is bespoke so that the needs of individual teachers are met.</p> <p>A particular focus of 2022/2023 is the introduction of an incremental coaching programme and, to further this, staff briefings focusing upon ‘One Minute Wonders’ are used as an incremental approach to develop know first, check first.</p>	<p><i>The EEF guide to the Pupil Premium 2019:</i>“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>	<p>The Progress 8 gap will narrow and be nationally in line with non-disadvantaged students from similar starting points.</p>	<p>A and B</p>

<p>Quality Assurance</p>	<p>£5,000</p>	<p>A key strand of the school's quality assurance programme is focussed on disadvantaged students. Senior and middle leaders evaluate the quality of education disadvantaged students receive. E.g. learning walks, book scrutiny and student voice activities. The work of this term is reviewed termly by the school's leadership and next steps planned including the CPD offered to staff.</p>	<p><i>The EEF guide to the Pupil Premium 2019:</i> “ 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>	<p>The Progress 8 gap will narrow and be nationally in line with non-disadvantaged students from similar starting points.</p>	<p>A and B</p>
<p>New curriculum and assessment system</p>	<p>£5,000</p>	<p>Our curriculum 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 those who are disadvantaged, are considered. The curriculum also addresses cultural capital gaps.</p>	<p><i>The EEF guide to the Pupil Premium 2019:</i> “ 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>	<p>The Progress 8 gap will narrow and be nationally in line with non-disadvantaged students from similar starting points</p>	<p>A and B</p>

<p>New curriculum and assessment system - continued</p>		<p>The assessment system tracks students' progress through the curriculum. This assessment system is designed to ensure swift intervention in Years 7 to 11, once underachievement is identified.</p> <p>Intervention for core subjects will be informed by assessment data and, in addition, skills for learning sessions will aim to develop independent application skills to improve motivation and aspiration.</p>			
<p>Arbor Four Matrix</p>	<p>£1,500</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</p>	<p>EEF Toolkit</p> <p>Homework (Secondary) +5months additional progress compared to students not set h/wk.</p> <p>Homework has a positive impact on average particularly with pupils in secondary schools.</p> <p>Parental engagement</p>	<p>The Progress 8 gap will narrow and be nationally in line with non-disadvantaged students from similar starting points</p> <p>Disadvantaged students will be monitored regarding engagement and attainment. Parents will have easier access to a range of information and so, by extension, engagement will increase.</p> <p>A reduction in the negative behaviour points, referrals to the inclusion room, and exclusions for</p>	<p>A,B,D and E</p>

		improve communication with parents.	+3months additional progress	disadvantaged students. The average reported attitude to learning (ATL) score for disadvantaged students will improve.	
Teaching Assistants	£25,000	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.	EEF Toolkit Use of Teaching Assistants +1month EEF “Making best use of Teaching Assistants”	The Progress 8 gap will narrow and be nationally in line with non-disadvantaged students from similar starting points Disadvantaged students will be clearly identifiable in a class setting due to the additional focus by the class teacher through adaptive teaching. Teaching assistants will support the know and check approach for disadvantaged students. A reduction in the negative behaviour points, referrals to the inclusion room and exclusions for disadvantaged students. The average reported AtL score for disadvantaged students will improve.	A, B and D

Reading programme	£5,000	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.	“Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.” <i>(Clark 2011; Clark and Douglas 2011).</i>	Students in Year 7 and Year 8 who are flagged as having a reading age below 11 years will make rapid progress to move in line with their chronological age	A and C
Enhanced provision	£30,000	Students who have been identified as having significant needs will receive 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 appointment of a Head of Alternative Provision will be significant to the development of the curriculum within Apollo to ensure quality of education and inclusion.	EEF Toolkit One-to-one tuition +5 months progress compared to peers of the same comparison. Small group tuition +4 months progress	The Progress 8 gap will narrow and be nationally in line with non-disadvantaged students from similar starting points A reduction in the negative behaviour points, referrals to the inclusion room and exclusions for disadvantaged students. The average reported AtL score for disadvantaged students will improve. Overall attendance among disadvantaged students shows an improving trend for sessions attended, and a declining trend for the number of disadvantaged students	A, D and E

				who are persistently absent.	
Feedback policy	£2,000	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. This will be revisited in 2022-2023 to ensure staff CPD and effectiveness.	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’ (<i>Hattie, 2012</i>)	The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points	A
Nurture Group in Years 7 and 8	£31,750	This is a small class of students who are have been identified as particularly benefitting from being taught by specialist SEND teachers. Disadvantaged students will always be prioritised in this group.	EEF Toolkit Reducing class sizes +3 months progress Small group tuition +4 months progress	The Progress 8 gap will narrow and be in nationally line with non-disadvantaged students from similar starting points	A B

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

Budgeted cost: £46,000

“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
One to one intervention	£15,000	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 months progress	The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points	A B
1:1 Pastoral support	£20000	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	A reduction in the negative behaviour points, referrals to the inclusion room and exclusions for disadvantaged students. The average reported 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 students who are persistently absent.	D, E and F

<p>1:1 Pastoral support - continued</p>				<p>The number of students entered into the EBacc will increase to 50% for the Year 10 cohort from September 2023.</p> <p>The number of disadvantaged students entering MOCS Sixth Form will increase.</p>	
<p>Year 7 Transition Camp/Day</p>	<p>£500</p>	<p>All disadvantaged students will participate in the Year 7 transition camp and will 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 to secondary school.</p>	<p>The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points</p> <p>A reduction in the negative behaviour points, referrals to the inclusions room and exclusions for disadvantaged students. The average reported ATL score 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>A, D and E</p>

<p>Targeted individual intervention</p>	<p>£10000</p>	<p>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.</p>		<p>The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points.</p> <p>A reduction in the negative behaviour points, referrals to the inclusion room and exclusions for disadvantaged students. The average reported 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>The number of students entered into the EBacc will continue to increase.</p> <p>The number of disadvantaged students entering MOCS sixth form will increase.</p>	<p>A, D, E and F</p>
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<p>Breakfast Club</p>	<p>£500</p>	<p>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 with a member of the pastoral team.</p>	<p>Individual case studies demonstrate the impact of this intervention previously run by the 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 the inclusion room and exclusions for disadvantaged students. The average reported 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>D and E</p>
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<p>Financial intervention and provision of unmet needs.</p>	<p>£8,119</p>	<p>The Associate Assistant Principal will maintain a budget that will provide resources and community interventions to increase student access to the curriculum and increase community connection to disadvantaged families. Events such as the Big Community Cook Up, hardship vouchers and cultural capital opportunities will enhance provision and improve communication.</p>	<p>EEF toolkit: + 4 months progress Parental engagement</p>	<p>The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points. A reduction in the negative behaviour points, referrals to the inclusion room and exclusions for disadvantaged students. The average reported AtL score for disadvantaged students will improve.</p>	<p>D E and F</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,631

Strategy	Contribution from PP	Description	Rationale	Success Criteria	Challenge being addressed
PP Champions	£15000	<p>An Associate Assistant Principal has been appointed (Sept 22) with responsibility for ensuring that disadvantaged students are given the optimum support and are championed in all areas of the school.</p> <p>A barrier map will be developed and reviewed for intervention sessions on thinking for learning and self-regulation as well as metacognition work.</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 nationally with non-disadvantaged students 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>A reduction in the negative behaviour points, referrals to the inclusion room and exclusions. The average reported ATL score for disadvantaged students will improve.</p>	A,B, C, D, E, F

<p>PP champions - continued</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>The number of students entered into the EBacc will continue to increase.</p> <p>The number of disadvantaged students entering MOCS sixth form will increase</p>	
<p>PP Champion administration</p>	<p>£2,873</p>	<p>A pupil premium role will be created in 2023 to analyse and select intervention groups based on ATL and attainment grades from data drops. The role will also manage and maintain the barrier mapping document; updating with key information and delivering CPD support to HOY and tutor teams.</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 nationally with non-disadvantaged students from similar starting points</p>	<p>A D F</p>

Raising Standards Strategy	£5,000	The Pupil Premium Champion, in their role for raising standards, leads data capture, analysis and intervention. At Raising Standard meetings every disadvantaged student is discussed at faculty level and fed back to the PP champion at key points in the year. These meetings ensure swift identification of under achievement and planned interventions to address this. Heads of Year will access the barrier mapping document to inform an academic focus to mentoring and intervention.	OFSTED: How schools are spending the funding successfully to maximise achievement	The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points	A
Attendance Team	£15,000	The Attendance team prioritises disadvantaged students first. An extra position has been added to this team because of the importance attendance plays. This includes meetings with students, parents/carers and working with external agencies .The team also hold fortnightly meeting with Heads of Year to ensure that students have been identified and	EEF Toolkit Parental involvement +3 months progress	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.	E

		intervention is in place.			
Heads of Year (HoY)/Pastoral Managers	£14,500	<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. Pastoral support is provided to students to help promote a positive approach to learning. This work prioritises our disadvantaged students.</p> <p>Our safeguarding team's time ensure that the safeguarding needs of our PP students are met.</p>	OFSTED: How schools are spending the funding successfully to maximise achievement	<p>The Progress 8 gap will narrow and be in line nationally with non-disadvantaged students from similar starting points.</p> <p>A reduction in the negative behaviour points, referrals to the inclusion room and exclusions for disadvantaged students. The average reported 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>	A, D, and E

Careers	£8,258	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.	OFSTED: How schools are spending the funding successfully to maximise achievement	The number of students entered into the EBacc will continue to increase. The number of disadvantaged students entering MOCS sixth form will increase.	F
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Total budgeted cost: £ 235,008