

Pupil premium strategy statement



The Government provides Pupil Premium funding in addition to main school funding to help address national inequalities in terms of the achievement of disadvantaged students. The Pupil Premium Grant is allocated to schools based on the number of students who are known to be eligible for free school meals or have been eligible in the last six years, children who have been continuously looked after for more than six months, and children from Service families.

At Melksham Oak we support all of our students to be the best they can be through a culture of respect, ambition and pride. We aim to do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners. This document is designed to show all relevant stakeholders how our Pupil Premium funding was used in the previous academic year, as well as outlining our strategy for the current academic year. In some areas, evaluation of the impact of spending is provided, although it is not always possible or appropriate to evaluate the impact of specific strategies in isolation. Improving outcomes for disadvantaged students remains a key area of improvement for us as a school.

This document follows the new DFE recommended format.

School overview

Metric	Data
School name	Melksham Oak Community School
Pupils in school	1221
Proportion of disadvantaged pupils	Total = 305 (24.9%) FSM = 178 (14.6%) Disadvantaged Year 7 = 59 (26%) Disadvantaged Year 8 = 63 (28%) Disadvantaged Year 9 = 49 (24%) Disadvantaged Year 10 = 67 (29%) Disadvantaged Year 11 = 47 (22%) Disadvantaged Year 12 = 9 (14%) Disadvantaged Year 13 = 11 (17%)
Pupil premium allocation this academic year	£250,000 approx
Academic year or years covered by statement	Years 7-13
Publish date	October 2020
Review date	October 2021
Statement authorised by	Alan Henderson, Principal
Pupil premium lead	Mark Surowiec, Assistant Principal
Governor lead	Ruth Balnave

Disadvantaged pupil performance overview for last academic year

	2019	2020 (public exams cancelled)
Progress 8	-0.67	N/A (data indicates gap of -0.2 grades below other students within school)
Ebacc entry	4%	4%

Attainment 8	30.4	N/A
Percentage of Grade 4+ in English and maths	30%	N/A

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Improve Average P8 to gap of <0.5 to national	August 2021
Percentage of Grade 4+ in English and maths	Above 35%	August 2021
Ebacc entry	Improve EBACC take up for whole school including disadvantaged students	August 2021 and beyond
Attendance	Improve attendance for disadvantaged students	August 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	(VCO) Whole School Literacy Programme – reviewed and implemented, with reading programme in place beginning in Term 2. To address historic low literacy, particularly for boys.
Priority 3	Continue to use Accelerated Reader across KS3 to increase reading for pleasure and close gaps in literacy (NB no accelerated reader until Covid-19 situation allows safe use of library).
Priority 4	(ECA/LRO) Develop whole school teaching and learning quality standards. The analysis of the teaching and learning quality across the whole school. Facilitate with middle leader observation, planning and implementation of improvement strategies and accountability from within the teams. Resources: lead teachers, time allocation and cover.
Priority 5	(ECA/LRO) CPD development and time allocation to develop understanding of (CPD), plan for and maintain strategies which are known to make a demonstrable impact with disadvantaged students, to include: <ul style="list-style-type: none"> • Cognitive load theory • Dual coding • Deliberate practice Resources: working party for championing each thread. Leads in each department/ faculty collaboration?
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Recruiting and retaining highly skilled teaching staff • Low levels of literacy
Projected spending	TBC

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue with Nurture Group in Years 7 and 8 to support students joining us with lowest levels of literacy and numeracy – many of whom are disadvantaged.
Priority 2	Continue to deliver the 'Catch Up' Literacy & Numeracy Programme to support students in Year 7 who are not 'secondary ready'.
Priority 3	Continue with 1:1 tuition in Maths and English for underachieving disadvantaged in Key Stage 4.
Priority 4	Literacy Tutoring via TA team to close gaps – tutor time interventions.
Priority 5	Heads of Year with MSU/WRU oversight as Raising Standards Leads to continue to monitor student progress and intervene using Red/Amber/Green system.
Priority 6	Direct funding of resources for disadvantaged students on a needs (not blanket) basis including: purchase of revision materials, stationery, specialist subject equipment, support for curriculum trips, music lessons.

Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low levels of parental support for some disadvantaged students, influencing low literacy and numeracy outcomes • Lack of funds to support school resources for some disadvantaged families
Projected spending	TBC

Wider strategies for current academic year

Measure	Activity
Priority 1	Striving for a school wide and community wide culture of respect, ambition and pride where there is no ceiling on achievement within and beyond school.
Priority 2	Use of SISRA (KS3/4) and Oxford Analytics (KS5) data packages to track student progress and support Raising Standards intervention at subject, cohort, group and individual level
Priority 3	Replace Go4Schools with Satchel:One (homework/seating plan software) to improve use of student data during teaching and improve home/school contact to support blended learning.
Priority 4	Reviewing Alternative Provision to deliver improved support for pupils not educated on the main site. Rebranded as the Apollo Centre with teaching resources redirected and new curriculum in place.
Priority 5	Overhaul our attendance policy, with disadvantaged students prioritised for intervention and monitored as a separate, high profile group by our attendance officer and wider team.
Priority 6	Continue to push careers support and higher aspirations by employing a full time careers advisor who prioritises disadvantaged learners, as well as engaging with WIN Project via Wiltshire County Council (CV writing, applications, study skills etc).
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low aspiration and engagement from some disadvantaged families • Low perception of school from some disadvantaged families, influencing attitudes to attendance and application within school • Tradition of not looking towards further and higher education in some families
Projected spending	TBC

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of twilight inset time to develop whole school teaching and learning;

		including specific strategies for disadvantaged learners
Targeted support	Ensuring resources are directed towards those students most in need of additional support	Careful and timely data analysis using systems in place
Wider strategies	Engaging the families facing most challenges	Working closely with external agencies

Review: last year's aims and outcomes

This document follows our previous format for our Pupil Premium Strategy. School was closed from late March for the remainder of the year to all students except a small number of vulnerable, key worker and EHCP children who continued to attend. The 'review and lessons learnt' evaluation is therefore limited, and considers the work we did with Pupil Premium students during the lockdown. There is also a COVID addendum at the bottom of this document outlining steps we took to support key groups of children during the lockdown.

Strategy for current academic year					
Academic Year	2019/2020				
Quality of Education					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Lessons Learnt
Progress gap narrows for disadvantaged students. Their work shows pride and progress because staff know who they are, what their progress is and what barriers they need to overcome.	Go4Schools used by all teachers in their planning and delivery of teaching and learning.	Go4Schools is a software package which includes a facility for devising and printing seating plans for discreet use in class which ensures that teachers are aware of individual student needs and backgrounds. NFER research suggests this data driven approach to teaching and learning is an effective building block.	Lesson observation and drop ins; line management meetings, analysis of student progress data.	ECA/SLT	Seating plans are used consistently across the school together with Student Information Sheets (SIS), enabling our teaching and support staff know and act upon the needs of individual students. This is supported by learning walk and lesson observation data. Due to our experience of Go4Schools and its limited functionality during the Lockdown, we are replacing this with SatchelOne/Show My Homework for seating plans and home work setting for the next academic year.
Students joining with low levels of literacy and numeracy are well supported.	Additional periods of English and Mathematics are timetabled in all year groups.	Based on prior attainment data, our students join us with lower than expected progress in Mathematics and English. It is important to ensure gaps in their learning are addressed so they can access all areas of the curriculum – especially disadvantaged students. All students are expected to benefit from this change.	Analysis of reading ages, progress data, lesson drop ins and work scrutiny.	SLT	There is no sign that the curriculum hours we now have in place are giving rise to concern. In the academic year 2020-2021 we will again be reviewing our curriculum hours as we transition to a 3 year KS3. There will be a review of curriculum hours, particularly in relation to the core subjects. There is a likely need to increase the hours of English delivery in KS3 in particular.
Students joining with low levels of literacy and numeracy are well supported.	Continued use of the Accelerated Reader Programme in years 7 and 8 (proportion of PP spend).	Progress data last year shows this to be valuable for all students: Year 7 progress data shows that all pupils increased their Standardised scores, with the exception of one student who had 86.6% attendance. Year 7 progress data shows that all pupils increased their Standardised scores, with the exception of just two students.	Analysis of Accelerated Reader progress data.	JFU	All students engaged with accelerated reader in Years 7 and 8. The progress data for the Nurture Group, for whom this intervention is most crucial, has historically shown a high impact. However, since we had to close in March 2020 it was not possible to measure progress towards the end of the academic year.

Students joining with low levels of literacy and numeracy are well supported.	Nurture Group in Years 7 and 8 – majority of these students are Pupil Premium/Disadvantaged.	Students joining with lower literacy/numeracy, especially those who are from disadvantaged backgrounds, need to be able to access the secondary curriculum. Very effective provision proven in previous years (evidence available)	Analysis of progress data, lesson drops and work scrutiny. See “Additional Detail” section below for more detail about this strategy.	JFU	Once again, since we had to close in March, it is not possible to report on this across the year. The nurture group has historically delivered a high impact for the learners involved (see previous PP impact statements)
Students joining with low levels of literacy and numeracy are well supported.	The ‘Catch-Up’ Literacy & Numeracy Programme - structured intensive intervention in Year 7 for students joining who are not ‘secondary ready’ according to scaled scores	Newly purchased catch up programme based in rigorous academic research.	Analysis of student progress data	JFU	Cannot report impact due to Covid closure (see previous impact statements). To be continued next year, especially in light of Year 6 into new Year 7 students having missed so much of their KS2.
Progress gap narrows for disadvantaged students	1:1 tuition in Maths and English for underachieving Pupil Premium Key Stage 4 students – mostly in Year 11 to support exam preparation. This year we are moving to solely 1:1 rather than group tuition as this had more impact last year.	Educational Endowment Foundation research shows that this has a high impact. Sutton Trust 2019 Annual Report states: “To level the playing field outside the classroom, schools should consider prioritising one-to-one and small group tuition in their Pupil Premium spending.”	Monitoring via involvement of English/Maths Subject Leaders; analysis of student data; student voice, See Section 7 for more detail about this strategy.	MSU	1:1 tuition continued online for a small number of children over the lockdown, however for Year 11, for whom exams were cancelled, this programme was not continued. See our previous statements for impact of this strategy. We intend to continue this for the new academic year, with a continued focus on 1:1 rather than small group tuition.
Progress gap narrows for disadvantaged students	Heads of Year have been put in place as part of our newly structured pastoral system. A crucial part of their role is to coordinate interventions with students, especially disadvantaged/boys, who have ‘amber’ progress. This will happen as part of the Raising Standards process.	Previous evaluation by lead teacher team showed Head of House intervention to be effective – reflected in lower number of call outs for mentored students, staff feedback and student voice surveys. Heads of Year will now take on this role, linked to RSL process.	MSU to coordinate with Heads of Year 7-10 and WRU with Head of Year 11. Raising Standards meetings to continuously review progress of amber students / interventions.	WRU/MSU/HOY	There is now a much clearer and more accountable system in place for tracking student progress with Heads of Year linked to year groups. Once again, we were not able to continue our work on this with the school closure. However, the raising standards work we commenced has been useful and has fed into the ‘amber lists’ and subsequent intervention for the new academic year.
Progress gap narrows for disadvantaged students	Direct funding of resources for disadvantaged students including: purchase of revision books, stationery, equipment, support for curriculum trips, subsidizing music lessons. Stationery packs available in the library for PP students.	Some students encounter financial and organisational barriers to learning which can be easily removed with carefully allocated financial assistance. The need for this is carefully analysed on an individual basis.	Interventions Register used to record and monitor. Tutors’ input on ensuring students are equipped.	MSU	We began to subsidise revision materials, curriculum trips, music lessons and a range of other areas directly for disadvantaged students. We will continue with this on a bespoke basis into the new academic year.
Data can be analysed quickly and effectively to inform teaching and learning and interventions beyond the classroom	Go4Schools and SISRA software for tracking student progress School wide review and updating of assessment and reporting system – aiming for more accurate internal data for analysis / intervention.	Filtering of student progress data to quickly identify gaps in progress for specific groups of pupils is essential if we are to continue to ‘close the gap’ and intervene with potential outliers.	Monitor GCSE outcomes and student progress.	MPE/WRU/MSU AHE/SLT	Go4Schools has not been used as a data analysis tool since it is very limited in its capacity to do this. Instead we continue to use SISRA and for next year we are investing in a product which will enable better analysis of Sixth Form data.
Progress for disadvantaged students who are excluded from	Direct teaching resources to the Lancaster Centre to facilitate high	Students who are not in school could fall behind with progress. This should be prevented if possible, especially if	Monitor outcomes for disadvantaged students with exclusions.	CJO/MSU/VFA	There was limited capacity last year at our Alternative Provision facility (The Lancaster Centre) due to the absence of the lead member of staff.

school is not disproportionately affected	quality learning when students are sent to offsite provision.	students are from disadvantaged backgrounds.			For the current academic year the Lancaster Centre provision (now named Apollo) has been strategically replanned to deliver a much more effective provision for our students who are not educated on the main site.
Progress gap narrows for disadvantaged students	Provide CPD opportunities to develop their teaching practice and interventions to better support disadvantaged students.	EEF research shows that the classroom is where we can make the biggest impact within school. Our staff are always looking to develop their expertise in helping disadvantaged students to progress.	Monitor progress within subjects; support where lesson observations show CPD is useful action/outcome.	ECA	This was planned for last academic year but was not delivered due to the Covid closure.

Total spend Approx £40% of budget

Behaviour and Attitudes

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Lessons Learnt
Continue to close the gap in attendance for vulnerable learners (esp. FSM)	Develop family interventions and use of structured conversations. Personal calls to targeted students by KBU and PCO.	NFER research indicates that addressing behaviour and attendance is key.	Reports to governors; regular item at SLT meetings to review.	CJO / KBU	Attendance of all students remains a key priority for us. We have reviewed attendance targets and overhauled our attendance policy. There is renewed focus on higher attendance for all those students for whom attendance is low. Disadvantaged students are prioritised for intervention and are monitored as a separate, high profile group by our attendance officer and wider team.
Continue to close the gap in attendance for vulnerable learners (esp. FSM)	Continue with revised Student Welfare Team – supporting Heads of Year – including Attendance Officer to focus on FSM students as part of work with all students falling below key thresholds.	NFER research indicates that addressing behaviour and attendance is key.	Regular reviews of attendance figures for vulnerable students – especially FSM. Attendance tracking systems now focussed on evidencing impact.	CJO / SWT	Student Welfare Team time continues to be directed towards supporting the most vulnerable and disadvantaged students. During the lockdown, regular phonecalls home were made to every student deemed to be vulnerable. The Student Welfare Team also undertook Covid safe home visits and delivered packs of work and IT equipment.

Total spend £Approx 15% of budget

Personal Development

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Lessons Learnt
All students, especially those who are disadvantaged, have appropriately challenging aspirations for their future careers beyond secondary education.	WIN Project via Wiltshire County Council – working in school with selected disadvantaged students selected by post code area. Study skills, employer engagement, CV writing, applying for FE/HE.	1:1 and small group work helps to build aspirations and target support where it is required – to help raise aspirations and improve engagement.	Records of attendance at sessions, destinations data, student voice.	MPE/SLT	This project was not concluded because of the Covid closure. The WIN project did deliver careers based content on one of our ACORNS days which took place in December 2019, before the school closure.
All students, especially those who are disadvantaged, have appropriately challenging aspirations for their future careers beyond secondary education.	Continue to employ a full time careers advisor and ensure disadvantaged students are prioritised where needed.	The importance of impartial, expert careers advice cannot be underestimated for disadvantaged students. Many of them are less likely to be signposted and guided towards a	Monitor and ensure disadvantaged students obtain appropriate impartial advice. Destinations data.	MPE/APA	Our Careers Advisor was reappointed to the school in the Autumn term after pursuing another position briefly. Disadvantaged students continue to be supported in their transition between different phases of education.

		wide range of appropriate, aspirational education/career choices.			
High attaining disadvantaged pupils achieve best possible outcomes	Provide opportunities that inspire this group of pupils via Southampton University Learn With Us and through tutorial activities within school	High attaining disadvantaged pupils are more likely to progress further if their opportunities for the future are made clear – in terms of careers and educational pathways.	Monitor outcomes for these students; student voice; discussion of career plans.	MSU	These university trips were not possible due to Covid school closure.
Total spend					£Approx 15% of budget
Leadership and Management					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review and Lessons Learnt
Progress gap narrows for disadvantaged students. Their work shows pride and progress.	Disadvantaged and boys a standing item for SLT/subject line management meetings – review of minutes by MSU.	Departments need to be aware of their current position in terms of progress of disadvantaged students. This process will lead to greater accountability and follow up in terms of 'closing the loop' where strategies are identified.	SLT meetings and records – regular scrutiny planned. Records of follow up with staff and students.	SLT/MSU	There was a clear focus on these underachieving groups in our Raising Standards work with all year groups. However, this work was difficult to continue with the Covid school closure, which meant that it was impossible to assess students through the year. This focus will be continued for the next academic year.
Progress gap narrows for disadvantaged students	Assistant Principal to oversee progress of disadvantaged students.	NFER research suggests that clear, responsive leadership is key – linked to interventions and whole school approaches to improving outcomes and how they impact on disadvantaged students.	Line management; student progress data over time.	MSU	There was a gap of only 0.2 GCSE grades on average between disadvantaged and non disadvantaged students within Melksham Oak. This information is based on SISRA data, rather than the usual Progress 8 calculations for all students nationally. For the new academic year a renewed focus is required for disadvantaged learners, and this will be a key potential focus area for an NPQSL candidate.
Holistic tracking of interventions taking place where they are needed – so that that the progress gap is narrowed for disadvantaged students.	New approach to Raising Standards to highlight when disadvantaged students are Red/Amber/Green (RAG) rated. Interventions reviewed regularly at fortnightly Raising Standards meetings and RSL meetings following data entry points.	Through tracking data / interventions we will be able to ensure there are single points of accountability working with students, rather than piecemeal interventions with overlapping or repetition.	Continued review of interventions/impact; follow up with key staff. Performance of students over time.	WRU/MSU/HOY	The RSL approach, with Year 11 especially, allowed us to identify and intervene with groups of students who were falling behind. We put in place an invite only parents' consultation evening for key students and this proved very successful. However, once again it is impossible to comment on the success of this approach due to the Covid closure.
Progress gap narrows for disadvantaged students in English GCSE	Address this as a specific area of development within our English provision.	Curriculum design and implementation via first quality teaching and learning are central to improving outcomes. Strategic review and development in these areas within English are central to improving outcomes for all students in English, especially disadvantaged.	Internal data, lesson observations, curriculum review.	MPE	Our new Head of English began working with us in January 2020. There have been very significant steps towards improving the curriculum, teaching and outcomes within English, but once again the cancellation of external exams makes it difficult to evaluate the progress which has been made so far.
Total spend					£Approx 30% of budget

During the lockdown from March 2020 for the rest of the academic year, we directed significant resources towards supporting vulnerable and disadvantaged learners, via our staff who were working from home. This included a range of actions, which included:

- Arranging Free School Meals vouchers from the moment lockdown commenced, rather than waiting for the government Edenred scheme, which was later implemented.
- Making weekly contact by phone with the families and pupils who were deemed to be most vulnerable, as well as making regular contact with all students via their Form Tutors.
- Delivering school loan laptops to some disadvantaged/vulnerable pupils where access to technology/devices was known to be an issue.
- Liaising with a local company – Priority IT – who ‘gifted’ a number of laptops to our disadvantaged students.
- Home visits (Covid safe) for the most vulnerable families