

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	OSSMA
Number of pupils in school	1167
Proportion (%) of pupil premium eligible pupils	43.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	N Brennan
Pupil premium lead	M Smart
Governor / Trustee lead	C Law

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£476,970
Recovery premium funding allocation this academic year	£126,132
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	£603,102

## Part A: Pupil premium strategy plan

### Statement of intent

- To remove any barriers to student success and aspiration. Closing the gaps between pupil premium students and their peers, mitigating academic and wider contextual factors to accelerate their success as students.
- Our curriculum looks forensically at our students and their respective contexts and starting points. We then encourage and support our students through a range of academic and developmental experiences to enable them to grow into confident, empathetic and kind people.
- All students will be provided with the knowledge and skills needed to lead positive lives, improving not only themselves but the community around them and beyond.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Knowledge deficit as a result of reduced time in a consistent learning environment due to Covid
2	High levels of socio-economic deprivation, resulting in a cultural deficit of experiences and opportunities
3	Resources in school, both financially and personnel wise, are more constricted than ever before
4	Mental health issues have increased beyond levels previously experienced (which was already higher than national) with more students seeking support with their mental health than ever before.
5	Responding to a shift in employment landscape and employability patterns. The sectors expanding and the skills required to access them,

### 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>
All Students to have a reading age of 12 or above before their GCSE courses in year 10	WRAT testing shows 100% 12 years and above
The A8 & P8 gap between PP and non-PP students to reduce	The gap is smaller than nationally and the internal trend is improving
Attendance of pupil premium students to be in line nationally/internally with non-PP students	The gap is smaller than nationally and the internal trend is improving
NEETS figures for PP in line with non-PP	The gap is smaller than nationally and the internal trend is improving
PP students have access to as many personal development opportunities as non-PP students	The internal trend is improving

## 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: £135,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Direct Instruction	Project 'Follow Through' – USA 1967-77. Variety of pedagogical stances from Schools with significant +P8 score	1, 2, 5
Staff Coaching programmes	Coaching for performance; Sir John Whitmore Basic Coaching; Andy Buck GROW Model (Whitmore model) Leverage Leadership: Bambrick-Santoyo	4, 5
STEM curriculum, commonality in approach across disciplines	<u>Ofsted: Learning creative approaches that raise standards.doc (ioe.ac.uk)</u>	1, 2, 5
Increased opportunity for Oracy in curriculum time	University of Cambridge: Oracy assessment toolkit; Neil Mercer English Speaking Union, <a href="http://www.esu.org">www.esu.org</a>	1, 2, 4, 5

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

Budgeted cost: £420,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assertive mentoring: Every year 11 pupil Selected KS3 pupils	<u>Mentoring   EEF</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 4
Recruited 3 intervention coaches in: English Maths	<u>Small group tuition   EEF</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1, 2, 5

Science		
Employed extra teachers in Science and Maths to enable increased frequency of intervention	Internal data	1, 3
Introduction of a period 6 intervention timetable to target students specifically for a varied range of academic support	Of previous students who attended previous intervention 92% of intervention sessions or above made 0.78 grade improvement when compared to the year 10 mock assessment.	1, 2, 5

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic Breakfast every morning	An average of 400+ pupils a day attended Magic Breakfast prior to the Covid Pandemic	2, 4
Extended Personal development offer	DfE Character Education Framework 2019	2, 4
Increased use of external agencies to aid personal development (well-being, attendance and behaviour)	<u>Arts participation   EEF</u> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )  SEAL programmes in Schools: Evaluation, Neil Humphrey	2, 4
Focus small group weekly incentivised competition linked to behaviour and attendance.	<u>Pupil Premium: General and targeted interventions</u> ( <a href="https://www.sec-ed.co.uk">https://www.sec-ed.co.uk</a> )	2, 4

**Total budgeted cost: £603,102**

## 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 2021 to 2022 academic year.

	2019	2022	+/- to 2019
<b>5+ Basics Disadvantaged</b>	32.9%	40.0%	+7.1%
<b>4+ Basics Disadvantaged</b>	54.4%	73.3%	+18.9%
<b>Maths P8 Disadvantaged</b>	-0.09	-0.02	+0.07
<b>English P8 Disadvantaged</b>	+0.03	-0.16	-0.19
<b>EBacc P8 Disadvantaged</b>	-0.89	-0.64	+0.25

Participants in extracurricular clubs 2021/22:

PP 81%

Non-PP 77%

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider