

## 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	Oxford Spires Academy
Number of pupils in school	1,338
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	20/12/2022
Date on which it will be reviewed	6 months and annually
Statement authorised by	R Corry (Principal)
Pupil premium lead	C Forder (AHT)
Governor / Trustee lead	Louise Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 328,936
Recovery premium funding allocation this academic year	£ 88,596
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	£ 417,532

# Part A: Pupil premium strategy plan

## Statement of intent

At Oxford Spires we expect all students to “be the best they can be” which means we embody the greatest ambition for all our students irrespective of their background. Our staff know our students as individuals and create a nurturing environment based on excellent relationships along with high expectations. This means that disadvantaged students not only achieve in line with their peers but also experience the same broad and balanced curriculum.

High-quality teaching of an exceptional curriculum is key to raising standards for disadvantaged students. We offer excellent CPD to all staff to ensure that they are both competent and confident in their work. This also helps with retention of staff which supports the strong relationships between staff and students.

We use targeted academic support to raise standards both within the classroom and during carefully planned interventions. In addition, we use wider strategies to support disadvantaged students such as supporting with attendance and behavioural needs. Interventions are personalised, carefully planned and evaluated to ensure maximum impact.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students underachieve in GCSE subjects compared to non-disadvantaged.
2	Assessment of reading age data along with observations and discussions of KS3 and KS4 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers.
3	Behaviour data and observations of many disadvantaged students show they lack self-regulation strategies leading to more negative behaviour points.
4	Observations from staff show disadvantaged students often show passivity in class, for example not attempting tasks or opting out of questioning.
5	Attendance data over the last 2 academic years indicates that attendance amongst disadvantaged pupils is on average 7% lower than for non-disadvantaged pupils. This academic year (data taken from 12/9/2022) already shows that attendance for disadvantaged pupils is 6.7% lower compared to non-disadvantaged pupils.

	Further to that, in the same period this academic year, persistent absenteeism in Pupil premium students accounts for 42% of the group compared to 25.7% for non-pupil premium students.
6	Our disadvantaged students do not access as many enrichment opportunities that help them to develop their cultural capital and have high aspirations for their future.

## 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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with an initial focus on core subjects.	Disadvantaged students will have an overall positive P8 Score. Subjects where there are large disadvantage gaps will offer targeted intervention for disadvantaged students and Year 11 tracking data will highlight closing gaps.
Improved reading and comprehension among disadvantaged students.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between disadvantaged students and others. Teachers report better engagement in lessons and evidence from exercise books show improved outcomes.
Improved self-regulation of disadvantaged students.	Less behaviour incidents' logged for disadvantaged students.
Disadvantaged students participating in class in-line with their peers.	Staff know the disadvantaged students well and have a range of teaching and learning strategies to support these learners. No opt-out culture embedded across lessons where students willingly offer ideas. There is no difference in the high-quality work in exercise books of disadvantaged students and their peers.
Achieve and sustain improved attendance for all students, particularly disadvantaged students.	Sustained high attendance for 2024/25 where overall attendance is 95% or above across the school. The % of students who are persistently absent being below the national average (14%).
All disadvantaged students will participate in at least one enrichment opportunity per term throughout the academic year.	A minimum of 1 enrichment club attended by each disadvantaged student. · Tracking of attendance to highlight which disadvantaged students are not attending clubs so that we can tailor opportunities to meet their needs. · Student voice will highlight the positive impact of enrichment on disadvantaged students.

## 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: £ 342,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promotion of clear explanation and modelling to ensure students are taught well and with clearly modelled expectations.</p> <p>Use of the seven step model to support teachers in developing independence and resilience in SEN</p>	<p>Barak Rosenshine, Principles of Instruction Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p> <p>EEF Foundation – Modelling Independence – The seven step model</p>	<p>1</p>

students		
Wave reading programme introduced across school. Wave 1 - Daily tutor reading programme for all students in year 7-10. Wave 2 – Use of HLTAs and library staff to support identified students. Wave 3 – introduction of phonics reading programme – 1:1 support.	<p>OECD report ‘Reading for Change: Performance and Engagement across Countries’ found high correlation between reading for enjoyment and educational success. The difference in reading ability between a child who reads for pleasure for 30 mins a day and one that never reads was more than a year.</p> <p>OECD (2002), Reading for Change: Performance and Engagement across Countries: Results from PISA 2000, PISA, OECD Publishing, Paris, <a href="https://doi.org/10.1787/9789264099289-en">https://doi.org/10.1787/9789264099289-en</a></p> <p>The reading gap is greater for boys than girls by the upper years of secondary school.</p> <p>STARS Assessment – ‘Students with poor reading skills will find it more difficult to access wide swaths of their GCSE course’. 64% of PP students in year 7 are classed as functionally illiterate compared to 37% of non-PP. In year 8 – 52% PP compared to 31% non-PP.</p>	2
Introduction of Class Charts so teachers can clearly see the disadvantaged students	Improving pupil engagement is key to improving outcomes: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	4

<p>Range of teach-meets to raise profile of disadvantaged students – focus on tackling passivity</p>		
<p>Recruitment of staff</p>	<p>The appointment of HLTA's in the three core subjects of English, maths and science allow for small group intervention work to take place alongside their class teacher, allowing for targeted support to enable understanding of language, checking for understanding and to enhance our Disadvantaged first approach. <a href="#">EEF Making Best Use of Teaching Assistants</a></p> <p>We have a full-time librarian responsible for the reading age testing of disadvantaged pupils, and sourcing appropriate strategies to improve these scores, in order that the gap closes between disadvantaged and non-disadvantaged students. <a href="#">EEF Reading Comprehension Strategies</a></p> <p>There is a dedicated Behaviour Support Manager who works with disadvantaged students to ensure their behaviour matches that of non-disadvantaged students. This also includes all checks on any Alternative Provision establishments that some students take part in. <a href="#">EEF Improving Behaviour in Schools Guidance</a></p> <p>The school has increased capacity to target disadvantaged students with low attendance, including increasing our Student Services staff and the recruitment of a Family Support Worker. Students are then targeted with bespoke approaches to increasing their attendance, where challenges exist. <a href="#">EEF Parental Engagement Guidance</a></p> <p>The pastoral support system has been restructured to recruit non-teaching Year Team Support Managers, who oversee the disadvantaged students in their year group. This gives each a dedicated worker who meets with to discuss any pastoral issues.</p>	<p>1, 2, 3, 5, 6</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of PP funding for year 11 revision sessions</p>	<p>Year 11 revision sessions have been proven in the past to engage disadvantaged students with their preparation for assessments. Sessions</p>	<p>1, 4</p>

	can provide resources and a quiet space to work that can often impede the revision capability of disadvantaged students.	
Summer holiday activity for year 6-7 disadvantaged students to support transition.	A positive impact of 3 months using the education endowment foundation toolkit. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/summer-school">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/summer-school</a>	1, 3, 4

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

Budgeted cost: £ 57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch breakfast club	PP funding to support provision a healthy breakfast and calm, purposeful start to the day. Maslow's Hierarchy of Needs. "Schools generally reported perceived improvements in concentration and in behaviour..." <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a>	3
Oppidan foundation mentoring scheme for year 7 and 12.	Recent pilot studies by the MBF and others have demonstrated the impact of peer mentoring in helping to reduce bullying, promoting self confidence and self esteem Peer Mentoring in Schools. Mentoring + Befriending Foundation. 2010 Peer-mentoring-in-schools-a-reviewof-the-evidence-base-of-thebenefits-of-peer-mentoring-inschools-including-findings-from-thembf-outcomes-measu (1).pdf Adult mentoring is Low impact for moderate cost when using external agencies - +2 EEF toolkit. Pairing with student mentors would be high impact low cost, based on extensive research +5 EEF toolkit, and would respond to student voice.	1, 3, 4, 5
Provide an extensive programme of enrichment, educational and extra-curricular opportunities for students to learn outside of school and across departments.	Increase in negative behaviour logs during unstructured times. Arts Participation – low cost with moderate impact +3 on EEF Teaching and Learning Toolkit.	6

Introduction of tracking of extra-curricular clubs to ensure disadvantaged students participate.		
Use of alternative provisions to support students with clear monitoring of provision.	PP students are 4X more likely to be excluded (P Humphries – Senior HMI). Providing bespoke alternative provision and shaping the curriculum to meet their needs can avoid suspensions (FTEs) and Permanent exclusions.	3
Hardship fund available to support individuals and families to feel confident and supported when help is needed (e.g. transport, food, clothing, equipment, experiences).	Maslow's Hierarchy of Needs.	All
Use of ClassCharts to track behaviour. Behaviour data reviewed regularly by pastoral team and interventions planned. Introduction of student referral system to ensure needs to all students are met with clear tracking of impact – introduction of behaviour support manager.	PP students are 4X more likely to be excluded (P Humphries – Senior HMI). Providing bespoke alternative provision and shaping the curriculum to meet their needs can avoid suspensions (FTEs) and Permanent exclusions.	3

**Total budgeted cost: £ 417,000**



## 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.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.39. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.7.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. This indicates that progress for disadvantaged students at Oxford Spire was slightly better than national average and attainment on par with the National average for similar students.

One of our key priorities for our disadvantaged students was to improve overall literacy levels. This remains a priority in the coming year as 36% of Year 7 and 44 % of Year 8 pupils below expected standard on entry. 44% of Year 7 and 38% of Year 8 pupils at or below age related reading.

The trend of disadvantaged students' attendance being 7% lower than their non-disadvantaged peers continues so we are adapting our strategy, using a more holistic approach involving peer mentoring and breakfast club in addition to attendance tracking to encourage attendance of our most vulnerable students.

Our strategy is highly focused on the delivery of quality first teaching as self-regulation and student engagement continue to be areas for improvement. We are confident that, with a focus on these areas, we can maintain our progress above national average and narrow the gap between our disadvantaged and non-disadvantaged students.

## 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
N/A	