

Pupil premium strategy statement: *Oldbury Wells School*

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Oldbury Wells School
Number of pupils in school 2024 – 25	Y7-11 716; Y13 19
Proportion (%) of pupil premium eligible pupils 2024 – 25	Y7-11 20.7% (148); Y13 (26%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	July 2024
Date on which it will be reviewed	February 2025
Statement authorised by	Lee Tristham, Headteacher
Pupil premium lead	Bruce Brown, Assistant Headteacher
Governor / Trustee lead	Geoff Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,400
Recovery premium funding allocation this academic year	N/A
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	£155, 400



Part A: Pupil premium strategy plan

Statement of intent

Every child has the right to equal opportunities whilst at Oldbury Wells School and within the education system as a whole. Despite the fact that every individual student's personal circumstances differ, Oldbury Wells strives to ensure that all students receive the same high-quality education and opportunities during their time in school

We aim to further strengthening opportunities through our disadvantaged strategy to focus on narrowing the gap between those students who are disadvantaged and non-disadvantaged.

Our whole school approach includes having a clear closing the gap strategy, with all staff having a good awareness of identified students across all year groups.

We aim to not only reduce the achievement gap between disadvantaged students and non-disadvantaged students but ensure that this gap is consistently reduced with these standards being maintained.

At Oldbury Wells we have categorised our strategies into three areas:

1. Raising aspirations,
2. Improving confidence/self-esteem
3. Academic strategies.

We ensure that appropriate provision is made for students who are identified as vulnerable in school; this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged. We also recognize that not all students who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We will however ensure that any such group will have within it identified FSM children.

Pupil Premium funding will be allocated following appropriate needs analysis and will identify clear outcomes for individuals or groups. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of individual targeted interventions at any one point in time. The whole school structure as identified in the following information supports all children including those who are clearly identified.

Key Principles

- To ensure that at the heart of all developments is Quality Teaching and Learning.
- To develop a range of whole school strategies to ensure each of our students get what ‘they’ need to succeed.
- To ensure a good awareness of identified disadvantaged students through the use of Go4Schools so teachers can take responsibility for accelerating their progress.
- Develop effective strategies within the classroom (as highlighted within the Sutton Trust Tool Kit) such as effective questioning and appropriate differentiation.
- Ensure Effective Feedback is used by all staff in lesson aimed at developing formalised language whilst ensuring all students receive outstanding feedback
- Using achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked.
- Maximizing the time children have to “catch up” through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy), extending learning out of school hours (e.g. homework club).
- Working in partnership with the parents of pupils to ensure their success.
- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil’s learning.
- Ensure the Progress Leaders and Pastoral managers for each year group champion the educational needs of disadvantaged pupils and ensure the implementation of this policy.

These priorities, whilst being aimed at our Pupil Premium cohort, also have a direct impact on all of our students, our aim is to continually raise the bar for all students ensuring all students maximize their progress and attainment.

Challenges

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

Challenge number	Detail of challenge
1	The academic progress gap of disadvantaged students compared to others, which increased during the covid pandemic. Current gap is -0.7 (23-24) which has increased from -0.4 (22-23)
2	Lower levels of numeracy and literacy skills for disadvantaged students and recovery students
3	Attendance and persistent absentees higher for our disadvantaged group. - similar to national. Academic year 23-24 Attendance PP 85.8% (National 85.4%) – Non-PP 92.9% (National 92.8%)
4	Improving students' engagement and enjoyment of the curriculum, especially at KS4.
5	Transport to school: 70% students arrive by bus. Revision classes and after school clubs can be a barrier where parents don't have easy access to their own transport
6	Low self-esteem, low aspirations, and lack of resilience
7	Behavioural issues

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
To consistently close the attainment and progress gap between disadvantaged/recovery pupils and other students.	The attainment and progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school. (2022-23 gap was +0.06 better than national)
The attainment and progress of disadvantaged/recovery students in Mathematics and English is in line with that of others in the school. Hence reducing the difference between the average points	From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school. In 23/24, overall progress gap was -0.89.

<p>scores/average grade in GCSE English and mathematics for disadvantaged pupils and their peers.</p>	<p>Progress in English for PP students was -1.13, compared to all at -0.44. (Gap -0.69). Progress in Maths for PP students was -0.79, compared to all at -0.145 (Gap -0.65). At GCSE score/average grades indicate that the gap between disadvantaged/recovery students has consistently reduced.</p>
<p>Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups</p>	<p>Attendance figures show that the gap between disadvantaged pupils and their peers across year groups has reduced. Academic year 23-24 Attendance PP 85.8% (National 85.4%) – Non-PP 92.9% (National 92.8%). 23/24 gap 7.1% (National gap 7.4%)</p>
<p>Reducing any gaps between disadvantaged pupils and their peers in terms of reading by the end of Y8.</p>	<p>Internal testing will show that the gap in reading scores for students has reduced whilst at OWS.</p>
<p>Ensure disadvantaged/recovery students access a quality education and enriched curriculum so they are fully integrated and engaged in their education.</p>	<p>Disadvantaged/recovery students have access to the full academic and enrichment curriculum. Percentages of disadvantaged/recovery students in all subjects and their participation in clubs etc. is on a par with the rest of the cohort.</p>
<p>All disadvantaged pupils to be in education, employment or training post-16 and post-18</p>	<p>Records show that all disadvantaged pupils are in education, employment or training post-16 and post-18</p>

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: £ 48,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tracking through SLG Quality of education team – quicker intervention and support.</p> <p>Co-ordinated approach in each Key Stage to raising standard for disadvantaged/recovery students.</p>	<p>Tracking of pupil progress and outcomes has led to improvement for targeted students in previous years.</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p>	1,2,3
<p>Whole staff training will take place to raise awareness and strategies for disadvantaged/recovery pupils. Quality First Teaching. This is ongoing.</p> <p>Training costs for staff to undertake the school led tutoring.</p>	<p>All staff last year aware of needs, as measured by School Self Review processes. Therefore repeat.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	1
<p>Staff to identify disadvantaged and catch-up students in their teaching groups. To plan specific activities/strategies for targeted students.</p>	<p>All staff know needs of pupils in their teaching groups and have regular updates through data captures. Interventions are recorded on Go4schools– targeted quality first teaching strategies has led to good outcomes in previous years for SEN/ LAC and PP students.</p>	1, 2, 7

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

Budgeted cost: £ 87,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After-school revision classes for Year 11 students. These are timetabled as part of teachers 1265 calculation.</p>	<p>Evaluation shows a positive impact.</p>	<p>1, 2</p>
<p>Reading Catch-up Programme: Staff to work with pupils – small group sessions or 1:1 session. English Department now has a TLR holder for reading development. Timetabled reading tests for Y7-10 each academic year.</p>	<p>Last year analysis showed that pupils reading skills improved faster than an age-related improvement. “EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate as-assessment tools to match students to relevant interventions.”</p>	<p>2</p>
<p>Student Support Workers. Activities and programmes will be varied – include self-esteem, 1:1 support, anger management, re-introduction</p>	<p>Evaluation through our Action Plan process shows which aspects have been. Case studies show individual success.</p> <p>“EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.”</p> <p>“EEF Toolkit Social and Emotional Learning +4 months”</p>	<p>3, 4, 6, 7</p>

programmes after absences, CHAT programme amongst others.		
Individual monitoring of students whose academic progress is low – internal mentoring of students. 1:1 and small group work.	Meetings held with students and parents in previous year 11 cohorts improved motivation and engagement. ATL grades on reports improved. “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” (EEF 2020)	1, 4, 7
HLTAs used to deliver targeted Maths and English catch up support to year 8,9,11 Working closely with Head of Maths and English to ensure gaps are closed and content missed in lockdown is covered.	Small group tutoring has been shown to improve pupil performance. “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.” (EEF 2020)	1 ,2, 4,6
Adjusted curriculum for some students – including access to external provision and transport cost to external providers and time with inclusion mentor.	Internal/External provision for individual students struggling with a full curriculum.	1,4,7
Students provided with revision guides.	Disadvantaged students do not have access to breadth resources. Allow for more successful independent study. “EEF suggest +8 months progress for meta-cognition and self-regulation.”	1

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

Budgeted cost: £ 19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO strategic plan	This will allow the school to maximize its efforts in improving disadvantaged attendance	3
Enticements to achieve good attendance.	<p>Statistics prove that good attendance leads to improved attainment.</p> <p>“The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. 	3
Financial support for enrichment activities	<p>Expense of extra-curricular</p> <p>“University of Northampton research in-crease cultural capital and engagement</p> <p>EEF Toolkit - +4 months for outdoor adventure learning”</p>	4, 6
Ensure 100% of pupils leave year 11 to suitable training / education. Careers Education and Guidance bought in service provided for all pupils at OWS. PP pupils will be a targeted group.	<p>As a result, in 2016-20 all disadvantaged students were supported into appropriate post 16 placements.</p> <p>Retention rate is 94%.</p>	3

<p>Improve confidence and self-esteem Confidence Building and Self-Esteem Programme run by the SEN and pastoral staff. The programme will be adjusted to suit the pupils but is likely to be small groups of pupils, from Years 7-9. The Intervention Team to track disadvantaged students and refer to this service.</p>	<p>Evaluation showed this was highly effective for individuals which we describe in case studies.</p>	<p>6</p>
<p>Student voice to be taken with all PP students. Individualising the barriers to learning so they can be overcome.</p>	<p>Last year's student voice with a select group of year 11</p>	<p>7</p>
<p>Specific motivational targets employed with negotiated rewards. Students to become more engaged with their learning, aspirations and attainment.</p>	<p>Last year's student voice with a select group of year 11 "PP students are 4X more likely to receive FT exclusion" (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p>	<p>6 & 7</p>
<p>Additional hours for the school counsellor to support students who are struggling with their mental health</p>	<p>Increased need following pandemic to support student mental health.</p>	<p>6</p>

Total budgeted cost: £ 154,675

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 2022 to 2023 academic year.

- Disadvantaged students have access to the full breadth of the curriculum. – Percentage take up of subjects for disadvantaged pupils in in line with all students
- Curriculum is delivered by high quality subject specialists. - Specialist subject teachers in all subjects across all key stages
- Disadvantaged students are given priority for focused interventions (pastoral and educational).
- Progress 8 score for disadvantaged students at the school is approximately +0.3 better than it is nationally.
- The progress 8 gap between disadvantaged and non-disadvantaged students is lower than national (national -0.65, OWS -0.59) for overall progress and for that of progress in English, Maths and the Ebacc suite of subjects.
- All students receive one to one careers advice, with disadvantaged students taking priority.

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
Healthy Lives for Children and Young People	Shropshire Council

Further information

Further related documentation on our pupil premium strategy.

- [Pupil Premium Guidance - Dfe](#)
- [Educational Endowment Foundation](#)
- School Improvement Plan
- [National Tutoring Programme](#)