

Pupil premium strategy statement – Oldbury Wells School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	748
Proportion (%) of pupil premium eligible pupils	23.1% (173)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Adam Walker, Headteacher
Pupil premium lead	Stu Farish, Assistant Headteacher
Governor / Trustee lead	Geoff Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,775
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168,775

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 strengthen 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 recognise 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 First Teaching and Learning, focused on adaptive teaching to meet all needs.
- 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 ensuring that teachers 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 Heads of Year 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 -0.58 (24-25), which has increased from -0.54 (23-24) and -0.46 (22-23). Figures v FFT20, not P8
2	Lower levels of numeracy and literacy skills for disadvantaged students, SEND students and recovery students
3	Attendance and persistent absentees higher for our disadvantaged group – slightly below national. Academic year 24-25 Attendance: PP: OWS 84.0%, National 86.2% (-2.2%). Non-PP OWS 92.8%, National 93.3% (-0.5%)
4	Improving students' engagement and enjoyment of the curriculum, especially at KS4.
5	Transport to school: 60% 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. P8 gap 2023-24; National -0.57, OWS -0.45 (+0.12 above National)
The attainment and progress of disadvantaged students in Mathematics and English is in line with that of others in the school. Hence reducing the difference between the average points scores/average grade in GCSE English and mathematics for disadvantaged pupils and their peers.	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 24/25, overall residual (v FFT20) was -0.83. Residual in English Lit; PP was -1.52, non-PP was -0.69. (Gap -0.83) Residual in English Lang; PP was -0.79, non-PP was -0.37. (Gap -0.42) Residual in Maths; PP was -0.86, non-PP was -0.19. (Gap -0.67)
Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups, compared to 24/25 and to national data.	Attendance figures show that the gap between disadvantaged pupils and their peers across year groups has increased in 2024/25 from 2023/24. Academic year 23-24: Attendance OWS PP 85.8% (National 85.4%), OWS Non-PP 92.9% (National 92.8%). 23/24 gap 7.1% (National gap 7.4%) Academic year 24-25: Attendance OWS PP 84.0% (National 86.2%), OWS Non-PP 92.8% (National 93.3%). 24/25 gap 8.8% (National gap 7.1%)
Reducing any gaps between disadvantaged pupils and their peers in terms of reading by the end of Y7.	Internal testing will show that the gap in reading scores for students has reduced whilst at OWS.
Ensure disadvantaged/recovery students access a quality education and enriched curriculum so they are fully integrated and engaged in their education.	Disadvantaged/recovery students have access to the 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.
All disadvantaged pupils to be in education, employment or training post-16.	Records show that all disadvantaged pupils are in education, employment or training post-16.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 76,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking through SLG Quality of education team – quicker intervention and support. Co-ordinated approach in each Key Stage to raising standard for disadvantaged students.	Tracking of pupil progress and outcomes has led to improvement for targeted students in previous years. Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)	1,2,3
Whole staff training will take place to raise awareness and strategies for disadvantaged pupils. Quality First Teaching. This is ongoing. Training costs for staff to undertake the school led tutoring.	All staff last year aware of needs, as measured by School Self Review processes. Therefore repeat. Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1
Staff to identify disadvantaged students in their teaching groups. To plan specific activities/strategies for targeted students.	All staff know needs of pupils in their teaching groups and have regular updates through data captures. Interventions are recorded on DAAS/CC sheets – targeted quality first teaching strategies has led to good outcomes in previous years for SEN/LAC and PP students. QA to take place	1, 2, 7
Additional groups added to English/Maths/Science in Y11	Smaller groups allow for targeted teaching and intervention, which is essential to accelerate progress for PPG pupils and meet the school's strategic aim of narrowing these gaps	1, 2, 4, 7

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

Budgeted cost: £ 75,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional revision classes (Holiday) for Year 11 students	The Education Endowment Foundation (EEF) identifies small group tuition and extended learning time as effective strategies, with small group tuition delivering approximately +4 to +5 months' progress on average. These approaches are especially impactful for disadvantaged learners when delivered by qualified teachers	1, 2
Reading catch-up programme. Staff to work with pupils – small group sessions or 1:1 session. English Department has a TLR holder for reading development. Timetabled reading tests for Y7 through the academic year	"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."	2
Student Support Workers. Activities and programmes will be varied – include self-esteem, 1:1 support, anger management, re-introduction programmes after absences, CHAT programme amongst others	The Education Endowment Foundation (EEF) identifies Social and Emotional Learning as having an average impact of +4 months' progress, and Behaviour Interventions as adding +3 months' progress when implemented effectively. These strategies improve classroom climate and help pupils self-regulate, which benefits both learning and wellbeing	3, 4, 6, 7
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 7, 8, 9, 10, and 11, working closely with Head of Maths and English to ensure gaps are closed.	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
Basic equipment, includes stationary, uniform and food tech ingredients	Providing basic equipment ensures that disadvantaged pupils have the same opportunities as their peers to access the curriculum. This supports the school's strategic aim of narrowing gaps and raising aspirations for all students. The Education Endowment Foundation (EEF) highlights that meta-cognition and self-regulation strategies—which include planning, organising, and managing learning—can lead to +8 months’ progress when pupils have the tools to engage effectively. Supplying essential equipment removes practical barriers and enables pupils to apply these strategies successfully.	1

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

Budgeted cost: £ 17,000

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.	Statistics prove that good attendance leads to improved attainment. “The Department for Education (DfE) published research in 2016 which found that: • 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 compulsory educational trips, visits and activities	The Education Endowment Foundation (EEF) reports that outdoor adventure learning and enrichment activities can lead to an average impact of +4 months’ progress, especially when linked to curriculum goals. These experiences also support social and emotional learning, which EEF identifies as adding +4 months’ progress when implemented effectively.	4, 6
Extra curricular club access	Extra-curricular activities broaden horizons, build social skills, and increase engagement with school life. For disadvantaged pupils, these experiences help raise aspirations and improve motivation	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.	As a result, in 2024-25 all disadvantaged students were supported into appropriate post 16 placements. Support from CEAG advisor with targeted support for PP pupils and families.	3
Improve confidence and self-esteem through Social Skills and Confidence Building and Self-Esteem Programme run by the SEND staff. The programme	Evaluation showed this was highly effective for individuals over recent years.	6

will be adjusted to suit the pupils but is likely to be small groups of pupils, from Years 7-9. The Pastoral Team to track disadvantaged students and refer to this service.		
Student voice to be taken with all PP students. Individualising the barriers to learning so they can be overcome.	Student voice with a select group of PP students to discover what barriers they have to learning	7
Specific motivational targets employed with negotiated rewards. Students to become more engaged with their learning, aspirations and attainment	Student voice with a select group of PP students to discover what best motivates them. PP students are 4X more likely to receive FT exclusion" (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)	6 & 7
Additional hours for the school counsellor to support students who are struggling with their mental health	Increased need following pandemic to support student mental health.	6

Total budgeted cost: £ 168,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Disadvantaged students have access to the full breadth of the curriculum. All PP students start each Key stage with a full range of curriculum subjects.
- Curriculum is delivered by high quality subject specialists.
- Disadvantaged students are given priority for focused interventions (pastoral and educational).
- All students receive one to one careers advice, with disadvantaged students taking priority.
- P8 score in 2023-24 for disadvantaged students at the school was approximately -0.56, which is +0.01 above National (-0.57).
- The P8 gap in 2023-24 between disadvantaged and non-disadvantaged students is lower than national (National -0.57, OWS -0.45)
- P8 data for 2024-25 is not available because of KS2 SATs tests not being completed, due to the Pandemic.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)

Further related documentation on our pupil premium strategy.

- [Pupil Premium Guidance - Dfe](#)
- [Using pupil premium: guidance for school leaders from the DfE](#)
- [Education Endowment Foundation – using pupil premium](#)