

Oriel High School – Three Year Pupil Premium Strategy

1. Summary information					
School	Oriel High School				
Academic Years	2018 - 2021				
Academic Year	2018/19 2019/20	Total PP budget	£154,275 £147,730	Date for next Review of this strategy	
Total number of students	1376 1385	Number of students eligible for PP	165 158	Number of students receiving FSM	77 86

2. Current attainment		
	Students eligible for PP	Students not eligible for PP (national average)
Progress 8 score average	- 0.36 (2017-18)	0.13 (cf PP -0.44)
Attainment 8 score average	33.81 (2017-18)	50.14

3. Common Barriers to Future Progress and Attainment for Disadvantaged Students	
A.	Lower attendance than that of other students
B.	Lower literacy and/or numeracy skills or lower confidence in literacy and/or numeracy
C.	Students don't always realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural capital deficit and hence a lack of educational ambition to succeed in their studies

4. Intended outcomes		Success criteria
A.	Improved attendance of disadvantaged students, narrowing the gap relative to other students.	Improved attendance on 2017-18 data (89.51%) Narrowing the gap to less than 4% between PP and non-PP students (Gap 5.43% in 2017/18)
B.	Increased literacy and numeracy skills and/or increased confidence in literacy/numeracy	Improved outcomes at KS4. Improved P8 (from -0.36 in 2017-18). Data from Reading tests, Numeracy testing, Accelerated Reader and Bedrock Learning show improved reading, vocabulary and numeracy.
C.	Greater self-efficacy and increased levels of motivation accelerate progress and increase attainment	Improved outcomes at KS4. Improved A8 (from 33.81 in 2017-18). Destinations are appropriate. No post 16 segregation in data i.e. %PP staying into Sixth Form in line with %Y11 staying into Sixth Form. Engagement in enrichment activities and opportunities.

5. Planned expenditure

Academic year

2018/19 2019/20

At Oriel we use Pupil Premium funding to provide targeted support and support learning both in and out of the classroom

i. Quality First Teaching

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
MINTclass software to be used by all teachers to create student seating plans and engage with demographic info of students in classes. Continue with MINTclass	Increased teacher awareness of, and engagement with, the PP/FSM cohort.	Class teachers must know which students in their classes are PP in order to identify barriers and think creatively about actions/interventions to support. Working well since review of templates and whole school expectations.	Whole School expectation is that all classes must have a seating plan on MINTclass. SBE to review staff usage through the year	HEV	Termly with the support of SBE leading on the administration and monitoring of MINTclass use.
TLRs for the Deputy Heads of Learning Community are funded from PP as a reflection of the fact that a significant part of their job remit is the monitoring of progress and well-being of their quarter of the school's PP cohort. Ongoing. Three new DHoC in post. Consider Induction/training needs	DHoC gain high quality knowledge to inform actions whilst forming effective relationships with PP students and their parents.	Having one key member of staff meeting regularly with each PP student; really knowing them and getting a good understanding of any barriers to their progress is very powerful. Liaison can then take place with class teachers. Teachers benefit from gaining an improved understanding of students' needs and use this to inform teaching. PP calendar created to provide additional guidance/structure for new DHoCs	Regular PP meetings facilitate dialogue and enable the sharing of info and ideas allowing effective actions to be taken. JDA/HEV to update calendar considering priorities regularly	HEV/ RSA	Yearly when budget set and TLR expenditure and staff structure agreed.

<p>Intervention Coordinator post in place. Facilitates the work of the DHoC and DHT working with PP students and their parents.</p> <p>Ongoing. Now including Y12/13 ex PP – to aid this</p>	<p>Facilitates the provision of interventions & PP support in Y7-13</p>	<p>Non-teaching role that increases ability to reach out to parents & provides admin support for DHT and DHoC.</p> <p>Expanded remit to include ex-PP in Y12/13</p>	<p>Regular contact between DHT and Intervention coordinator set weekly/half termly priorities</p>	<p>HEV/ RSA</p>	<p>Yearly when budget set and TLR expenditure and staff structure agreed.</p>
<p>Use Accelerated Reader and Bedrock Learning packages across KS3 with all students,</p> <p>Continue use across KS3</p>	<p>Increased engagement of students with reading. Improved academic vocabulary. Reading ages show student progress.</p>	<p>There is a direct link between a student's vocabulary size and their academic achievement. Narrow vocabularies affect students' grades. Helping students to improve and widen their academic vocabularies is essential if standards and outcomes are to improve. Accelerated Reader engages students, motivating reading practice with the aim of improving reading progress. Students respond to regular feedback & are motivated to make progress with their reading skills.</p> <p>Students now completing a test at the beginning, middle and end year that assesses their reading age in years and months.</p>	<p>English team embed use of strategies within English curriculum. Assistant Head of English in post with Literacy remit.</p> <p>Mid-point review meetings needed</p>	<p>HMR/ RWH</p>	<p>Termly meetings of HMR and HEV. Attendance at weekly PP meetings</p>
<p>Specific Numeracy lessons allocated in KS3 focussing on key numeracy areas such as Multiplication Facts, Number Bonds, Factors and Multiples, Fractions and Negative Numbers using specialist targeted resources.</p> <p>Continue and further embed Numeracy lessons</p>	<p>Catch up students make progress in maths.</p>	<p>We believe that all approaches that support students with maths difficulties do in fact benefit all learners in the classroom. Numeracy lessons allow teachers to focus on key numeracy areas, building confidence and ensuring students have solid foundations. Maths 'physical' resources provide support for students and scaffold activities as when students need support.</p>	<p>Standardised externally produced tests produce a baseline and allows for reliable monitoring of progress. Excel tracker used to show progress and highlight students needing further intervention. Assistant Head of Maths in post with Numeracy remit.</p>	<p>RAN/ SMR/ HFR</p>	<p>Termly meetings of RAN and HEV.</p>

<p>Summer School held during Activities Week – Y6 PP Catch Up students invited from Feeder Schools.</p> <p>Continue</p> <p>'Big Read' book purchased for entire Y6 cohort. Expectation that the book is read over the summer holiday.</p> <p>Continue</p>	<p>Transition into Y7 is smooth. Staff build relationships with Y6 PP/Catch Up students.</p> <p>Reading is high profile in Y7. Parents engaged.</p>	<p>When summer schools were DfE funded the use of time during Activity weeks to provide catch up activities for Catch Up PP students was extremely successful. A smooth transition into Y7 was facilitated and positive relationships built between staff/students before Sept. We have continued to run our yearly summer school even without additional funding for this reason.</p> <p>The Big Read makes reading high profile. Parents encouraged to be involved and conversations about reading are had between teacher and students. All PP team receive copy of the Big Read too to encourage reading conversations</p> <p>The Author visit in September then capitalises on this.</p> <p>X2 Author visits this year Very successful approach – make sure evaluations collated after author visits</p>	<p>An Assistant Head of Maths & an Assistant Head of English have a remit of leading numeracy and literacy across the school</p> <p>They lead and monitor the Summer School programme. Transition activities encompasses this identification of students</p>	<p>RWH/ HMR/ RAN</p>	<p>Evaluations of activities take place after events</p> <p>Yearly review of approaches to plan for next academic year.</p>
<p>Attendance Monitoring. Alongside whole school Learning Community attendance monitoring – use additional 'nudge tactics' for catch up and PP students who are at risk re attendance – tweak wording</p> <p>Continue but with stricter timescales and repetition At the end of each half term send a postcard to all PP/Catch Up students with their attendance on it and 'top tips'</p>	<p>Improved attendance for PP and Catch Up students</p>	<p>For students who's % attendance has not yet hit whole school attendance monitoring triggers but is below our whole school expectations we operate a nudge approach.</p> <p>The nudge letter scheme was introduced to remind students and parents about the importance of school: 'Every Lesson Counts' The Intervention Co-ordinator works with DHoCs to highlight students whose attendance is dipping below the average attendance rate. A letter is sent home showing the students attendance percentage along with a postcard giving tips about attendance and who to contact if they have any concerns regarding students' attendance or refusal to attend school.</p> <p>If a student's attendance has improved during this period, a follow up letter is sent congratulating them on making the effort to be in school every day.</p>	<p>Regular focus of PP meetings</p> <p>Stick to strict timetable/calendar of nudge activity</p>	<p>JDA/ HEV / DHoC</p>	<p>Monitored half termly</p>

Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1:1 Maths Tuition with external tutor Continue Consider if additional hours needed	Students achieve +ve progress score in maths	Vulnerable learners who lack confidence and are 'fearful' of maths will benefit from additional maths. Our Tutor has been chosen because of her warm, enthusiastic approach & ability to reassure students.	Monitor progress. Ensure liaison with maths team & sharing of info between class teacher & tutor	JDA	Regular review of client list, Review after GCSE Results
Mentor Time Maths sessions Continue and explore use of other opportunities such as Tute Maths	Students achieve +ve progress score in maths	Short catch up withdrawal sessions provided in mentor time to facilitate bespoke support	Monitor progress. Ensure liaison of maths team & sharing of info.	SMR	Regular review of students and progress. Review after GCSE Results
Tute (Online Science Revision) Continue – it's brilliant!!	Students achieve +ve progress score in science	Hugely successful approach in past years. Engagement and attendance at sessions is excellent & science team work hard to ensure the lessons delivered match the need of our students. Tute has a USP that works.	PP team nominate students. Science team take ownership of organisation.	LOL	Regular review of students based on engagement and attendance Review after GCSE Results
Lunchtime Science Revision with Science HLTA Continue	Students achieve +ve progress score in Science	Successful approach in previous years particularly with vulnerable learners. The safe nurturing environment allows students to grow in confidence and start to take ownership of their learning. Resourcing provided (and Pizza!) Very successful in 2018/19 – continue and build on success	MWT has autonomy over these sessions and feeds back regularly to Science and the PP team.	MWT/ LOL	Regular review of students based on engagement and attendance Review after GCSE Results
Coffee Club Continue - launch Sept 2019. Allow to grow organically as last year and give students ownership	Students achieve a +ve P8 score	Trial scheme for 2018/19. Students volunteer to be involved. Aim is to allow Y11s to guide their own revision and have input into their own reward scheme. Provision provided to support revision re IT access at mentor time. LOL wants to expand to x2 days per week	HEV and LOL meet regularly to review	LOL	Regular review of students based on engagement and attendance Review after GCSE Results

Curriculum Trips and activities (inc. resources for subjects such as DT, Food nutrition and preparation) Continue – respond to SLs needs.	Students to be more motivated to aim high, and accelerate their progress so as they can attain well.	We must ensure a level playing field in terms of access for all students to activities that provide support and ideas/inspiration that can benefit progress in curriculum subjects. Ensuring all students can engage in educational visits will positively impact on their progress in class and build their cultural capital. Examples include theatre visits to support English/Drama, Geography GCSE Field Trip, support with cost of materials for Design Technology projects. Aim to be more proactive with SLs providing details in advance	JDA liaises with SLs and DHoCs.	JDA	Yearly
Life Coaching Continue – tighten up on use of time v- fill gaps if students absent	Students more engaged, confident and make more progress.	Academic coaching rather than counselling. Life coach employed – one day a fortnight (30 minute sessions – Life Coach sees 10-12 students). Youth Wing as venue. Students work with to set individual goals based on their specific needs, whether that be academic or personal issues.	JDA manages 'client' list and collates feedback. DHoCs refer students	JDA/ DHoC	Regular review of students based on engagement and attendance. Initially 6 session programme.
Counselling Continue	Students engaged, confident & make more progress	Providing a therapeutic approach to help students explore and understand difficulties they may be having.	LCs refer students. Impact information shared with HEV/MHA	MCA/ CGO	Regular review of students. 6 monthly review re. funding of counsellor hours.
Revision Resourcing (and refreshments!) Get info from SLs early on to provide DHoCs with a menu of possible purchases	Students have resources needed to revise. Impact on progress	Resources provided that DHoC have access to, to be help students on a needs basis. High quality resources for students to revise with gives them the best possible opportunity to succeed in their exams. All after school revision is more positive with the addition of chocolate biscuits!!	JDA liaises with SLs and DHoCs	JDA	Reviewed on a needs basis.
Achievement Vouchers Continue – consider roll out in Y10 too	Parents engaged. Resources purchased to support learning	£100 set aside per Y7 student Students/parents/school – to engage, deciding how £100 could be used to support the student with their learning. Meetings in school – increase parental engagement. Parent/student identifies what to buy School then reimburses or supports with purchase	JDA liaises with SLs and DHoCs	JDA/ HEV	Approach reviewed yearly

Total budgeted cost					
iii. Learning Outside of the Classroom					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Careers and IAG Establish a programme of activities to engage students providing targeted advice and guidance – encouraging aspiration. <i>Continue</i></p> <ul style="list-style-type: none"> • Villiers Park • First Gen Scholars • Employer Visits • ‘Be The Change’ • Careers Interviews 	<p>Students embark on appropriate destination and progression pathways. Eliminate Post 16 segregation i.e. % PP students staying on into Oriel students ≥ % of Y11 cohort</p>	<p>Trips to local colleges, universities & employers using both established schemes such as Villiers Park and First Gen Scholars, and other activities organised in house will mean that students aim high and in turn are encouraged to achieve well across their subjects. These activities broaden horizons and allow students to engage with University type learning therefore improving their knowledge of University education. Prioritising PP students for Careers Interviews will ensure dialogue to inform their potential future pathways and outcomes can inform future activities</p>	<p>Director of Learning for Careers (OSV) to lead on provision. OSV meet regularly with HEV <i>Hugely enhanced provision in 2018/19 – build on this success in 2019/20</i></p>	OSV	Reviewed in line with Gatsby benchmarks
<p>Engagement Activities</p> <ul style="list-style-type: none"> • Graffiti Workshop ? • Eco Project ✓ • Chelsea Football ✓ • Dance Club <i>need staff</i> • Gardening Club ✓ • Cooking Club ✓ • Etiquette Class <i>assess need</i> • Panto Trip ✓ • Hairtastic ? <p>Amongst others <i>Continue to seek out opportunities and new ideas to engage students.</i></p>	<p>To provide varied opportunities that build enjoyment of school, social skills and cultural capital</p> <p>Improved attendance of identified students</p>	<p>The provision of activities inside and outside of school, with targeted students, will enable them to mix in new friendships, build up confidence and self-esteem and have the opportunity to take part in an activity which may interest/inspire them</p> <p>The PP team approach is to spot opportunities that could engage our students and focus on enjoyment and building positive school experiences</p> <p><i>Introduce AQA Award scheme to ‘accredit’ and reward achievements</i> <i>Allow students to build up a portfolio of experiences/successes</i></p>	<p>Ideas discussed at weekly PP meetings attended by a cross section of staff. Creative approaches encouraged.</p>	HEV/ JDA	Reviewed after each activity and then yearly.

<p>Peer to Peer Support</p> <ul style="list-style-type: none"> • Peer Mentoring ✓ • Young Leaders ✓ • Antbullying ambassadors ✓ expand • Forest School ✓ training needs for additional member of staff to build capacity 	<p>To provide varied opportunities that build leadership and social skills and provide support for vulnerable students.</p> <p>Improved attendance of identified students</p>	<p>Activities developed over time as part of this provision have now become an intrinsic part of school life. In a sense they are a menu of 'interventions' that students can be 'referred' or more importantly signposted to,</p> <p>Introduce AQA Award scheme to 'accredit' and reward achievements</p> <p>Allow students to build up a portfolio of experiences/successes</p>	<p>Ideas discussed at weekly PP meetings attended by a cross section of staff.</p> <p>Creative approaches encouraged.</p>	<p>HEV/ KJO</p>	<p>Reviewed after each activity and then yearly.</p>
<p>Community Development Officer and Assistant</p> <p>Continue</p>	<p>Ensure the continued development of Youth Wing provision</p>	<p>These two posts are integral to ensuring the provision we can offer through the Oriel Youth Wing and both increase the capacity for supporting our Pupil Premium students by dovetailing with the Intervention coordinator role/DHoCs</p>	<p>Regular meetings between KJO/HEV facilitate review of provision</p>	<p>HEV/ RSA</p>	<p>Yearly when budget set and TLR expenditure and staff structure agreed.</p>
<p>Out of Hours Provision</p> <ul style="list-style-type: none"> • Youth Club <p>Continue</p>	<p>Open access provision reaches out to and offers student's early intervention</p>	<p>Our students want and need to be able to socialise in a safe and secure environment. These students might be missed by other services, some of which have been cut back, or their needs might escalate before they are picked up by targeted services or the school.</p> <p>Proposal to increase provision from one evening a week to two. There is the need for this provision and the school is keen to make work if resources allow</p>	<p>Regular meetings between KJO/HEV facilitate review of provision</p>	<p>KJO</p>	<p>Reviewed after each activity and then yearly.</p>
<p>Total budgeted cost</p>					

6. Review of expenditure			
Previous Academic Year			
i. Quality First Teaching			
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Cost
MINTclass software	Increased teacher awareness of, and engagement with, the PP/FSM cohort.	<p>MINTclass has enabled staff to create seating plans specifically for their classroom, automatically adding a student's photo and details to the plan. A real benefit is that we can control which information is attached to each student's photo, so as well as highlighting our Pupil Premium cohort, information regarding our SEN, Medical and Current/Target Grades can also be added. This has allowed us to specifically focus staff on our whole school target of 'Closing the Gap'.</p> <p>Currently we have 93 teachers registered for using MINT class, 76 have an active seating plan. Included in the 17 non-users are PE and Drama who wouldn't necessarily need a seating plan for their lessons.</p>	
The TLRs for the Deputy Heads of Learning Communities	DHoC gain high quality knowledge to inform actions forming effective relationships with PP students & parents	<p>The role of the DHoC within the Learning Community structure effectively facilitates the building of relationships with Pupil Premium students and their parents. By gaining an understanding of both students' needs and any barriers which might affect their learning DHoCs have been able to refer students for interventions, tailored to their specific needs.</p> <p>Students are also aware of their DHoC as the first point of call if they require advise/reassurance.</p> <p>Regular PP team meetings have ensured that every student who falls under the disadvantaged cohort is monitored and any information regarding their learning is shared with their teachers, to enable them to be supported further in class.</p>	£21,828
Intervention Coordinator post in place.	Facilitates the provision of interventions & PP support	<p>The Intervention Co-ordinator role has provided administration support for the DHoCs and DHT enabling them more time to focus on supporting our Pupil Premium students. As well as overseeing and organising timetables, she sources tutors and outside providers to assist with in school interventions and liaises with parents, often being the first point of call and answering their queries without adding further work to the DHoCs already busy workload.</p> <p>The intervention coordinator, as a non-teaching member of staff has had a positive impact on parental engagement being available to answer questions and support parents (for example in applying for FSM)</p>	£22,149

<p>Use Accelerated Reader & Bedrock Learning packages across KS3 with all students</p>	<p>Increased engagement of students with reading. Improved academic vocabulary. Reading ages show student progress</p>	<p>Accelerated Reader – AR has supported our students in improving their reading age. We assess students at the beginning of the year and have found a considerable improvement when we assess students at the end of the academic year, with most students improving their reading age by at least 11 months. We have had some outstanding progress from individual students. For example, a year 8 PP and catch up student had progressed for a reading age of 7:01 to 9:09.</p> <p>Bedrock Learning – Bedrock Learning has supported our students in increasing their understanding and recognition of vocabulary. This is a key area we are looking to improve to set students up successfully for their GCSE's. We have found that the average percentage increase of student knowledge and understanding of vocabulary had increased by 18% across all pupils in KS3 and KS4. This can be broken down into the average improvement across year groups. Year 7 – 14%, year 8 – 20%, year 9 – 21%, year 10 -18% and year 11- 12%. We do expect this decrease in year 11 as students begin to focus more on other revision resources, such a timed practice. Across the entire pupil premium cohort the average percentage increase was 20%. Girls had an average improvement of 18% while boys 20%.</p>	<p>£3,778</p>
<p>Specific Numeracy lessons allocated in KS3 focussing on key numeracy areas.</p>	<p>Catch up students make progress in maths.</p>	<p>Catch up students were supported in class through numeracy lessons once a fortnight. Those students who needed the most support (KS2 scored of 90 or less) were invited to one hour a week of small group intervention after school. Progress in numeracy lessons is measured by comparing standardised numeracy scores at the start of year 7 and then again at the end of year 7 (standardised Numeracy test, S. Chinn, 2016). Last year, 75.7% of year 7 students in numeracy set 3 were below the 50th percentile, however by the end of year 7 that had improved to 46.7% - meaning nearly 30% had improved to above the 50th centile. The average improvement in those bottom sets was 8.3 percentiles. Although there is little change to the numeracy lessons this year, we are encouraging independence by incorporating more reflective tasks and increasing the amount of reasoning done in those lessons. Several numeracy lessons are being taught by non-specialist teachers this year and they are being supported with this.</p> <p>After school catch up was run by our HLTA last year and student take up was disappointing. To improve student participation this year, they catch up sessions with be run by RAN. We plan to host a Saturday morning session before half term in collaboration with the English department. Parents will be invited in to get advice and support on how to support their own children at home. They will have the opportunity to try out some of the activities we do in the after-school sessions and we plan to give families packs of activities they can use with their children at home.</p> <p>After-school catch up activities follow the Springboard scheme of year 7 intervention, supported with activities from the dyscalculia toolkit and other activities designed to foster greater confidence and reduce anxiety.</p>	

<p>Summer School and 'Big Read'.</p>	<p>Transition into Y7 is smooth. Staff build relationships with Y6 PP/Catch Up students.</p> <p>Reading is high profile in Y7. Parents engaged</p>	<p>Students who were not expected to achieve targets at the end of year 6 – along with some vulnerable students who benefitted from additional transition support – were invited for a day of Numeracy and Literacy support at Oriel. Activities were all themed around the set reading book. Oriel staff, including LAs had the opportunity to observe and work with students, informing decisions about support in lessons for year 7. By theming the activities around the set book, we were able to improve participation and engagement, which then fed forward into year 7 English lessons.</p> <p>Anxiety was reduced as the weakest and more vulnerable students already knew some key members of staff and were more familiar with the building and Oriel routines. PP students were able to complete transition activities and additional Numeracy and Literacy activities over the summer holiday in exchange for a scientific calculator – to help them be prepared for the start of year 7</p> <p>To improve Summer school this year we invited all the students over three days, instead of just one day This meant that staff were able to work with more students on extended activities. It also gave the students more opportunities to meet other students from different feeder schools – and to make new friends (this was particularly beneficial for those students coming from smaller feeder schools). Although we will need to track this through this year, there has already been a noticeable improvement in how quickly the catch-up students have settled and their confidence in lessons. Uptake of this is currently 15 students, 30% of summer cohort, who have evidenced engaging with Numeracy and Literacy activities over the summer holiday</p>	<p>£1,800</p>
<p>Attendance Monitoring. 'nudge tactics' for catch up and PP students who are at risk re attendance.</p>	<p>Improved attendance for PP and Catch Up students</p>	<p>80% success rate at KS3 in student's attendance improving from the date nudge letters sent, to 6 weeks afterwards. If a student's attendance has improved during this period, a follow up letter is sent congratulating them on making the effort to be in school every day.</p>	
<p>ii. Targeted support</p>			
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Cost</p>
<p>1:1 Maths Tuition with external tutor</p>	<p>Students achieve +ve progress score in maths</p>	<p>Our Maths tutor worked closely with a small group of 'anxious' students helping to ease their nerves, by providing them with techniques and strategies to help with challenging questions in their exams. Two of the three students she worked with achieved their level 4 in Maths. Parents have also commented on how their child has a 'new-found confidence' in Maths.</p>	<p>£2,175</p>

Tute (Online Science Revision)	Students achieve +ve progress score in science.	<p>TUTE is an online platform delivering live science revision lessons, and as such is a new experience the vast majority of students that take part. Since the TUTE platform has been utilised as part of the pupil premium strategy a positive impact on science results across the cohort has been demonstrated.</p> <p>Where students engage fully with the sessions this positive impact is observed as 40% of students achieving their aspirational target grades in the final GCSE examinations, 90% of students that attended at least half of the possible sessions achieved either a grade 4, or their own target grade. Additionally for all students participating an improvement in achievement from November PPEs to the summer exams was observed, with their teachers identifying that they showed more confidence surrounding the sciences and in tackling examination questions. Moving forwards into 2019-2020 the key improvement action is to ensure that students picked to be part of the tute cohort will participate fully and take full advantage of the opportunity.</p>	£4,066
Lunchtime Science Revision with Science HLTA	Students achieve +ve progress score in Science	<p>Students initially came into these sessions with some trepidation as they were unsure of what was expected of them, and were wary that it would be too challenging. However, after the first couple of sessions, our HLTA found that the students were actively looking forward to the sessions, and were also suggesting topics that they wanted explained, to reinforce their learning. She noticed their confidence increasing enormously, especially as she spent a large amount of time going through exam techniques, explaining exam mark schemes, and completing exam questions as a group. All of the students supported each other, and were not afraid to say if they didn't understand something. By the time they got to the actual GCSE exams, the majority of the students were comfortable enough with the subject that they felt that they would be able to attempt questions which they would have previously left unanswered.</p>	£847
Coffee Club	Students achieve a +ve P8 score	LOL	£342
Curriculum Trips and activities (including resources for subjects such as DT, Food nutrition)	Students to be more motivated to aim high, and accelerate their progress so as they can attain well.	<p>At Oriel we appreciate how much educational visits impact on our students progress and believe that no student should miss out on cultural experiences due to their financial situation at home. This year we have contributed towards the cost of several trips such as; Y7 Blackland Farm, GCSE Geography field trips, theatre tickets and many more.</p>	£5,998

Life Coaching	Students more engaged, confident and make more progress	We have had noticeable improvement with student behaviour and their approach to learning since they have started coaching sessions. Several students have asked to continue their sessions from Y10 through to Y11 as they have found it beneficial and appreciated having the regular 1:1 support.	£6,150
Counselling	Students more engaged, confident and make more progress	Our counsellors attend school twice a week and see students referred via their Learning Communities. These sessions are set up discretely and anything discussed between the student and counsellor is strictly confidential. By offering counselling in school, we have found it helps to prevent mental health problems from developing further – this early intervention treatment can stop conditions accelerating into something more serious and complex, and offers students the tools to recognise when they are experiencing difficulties with their mental wellbeing. Counselling provides our students with support and the opportunity to discuss all their worries and concerns whilst building a trusting relationship with an adult.	£14,379
Revision Resourcing (and refreshments!)	Students have resources needed to revise. Impact on progress	During routine meetings with our Pupil Premium students our DHoC's check that they have all the resources they require to reach their full potential in their exams. Usually they require revision books for multiple subjects, so our Intervention Co-ordinator has liaised with their teachers to find out what books they need and orders them. Our Intervention Co-ordinator also has a storage box full of stationary, revision materials and calculators readily available for students who need to replenish their pencil cases, to be prepared for their exams.	£290
Achievement Vouchers	Parents engaged. Resources purchased to support learning	<p>To assist our disadvantaged Y7 students with the transition from junior to secondary school, we issue them with £100 'Achievement Vouchers'. Parents are invited in to meet with their DHoC and our Intervention Co-ordinator, where they are informed all about our Achievement Voucher scheme and are given suggestions on how to spend the voucher.</p> <p>We have been running this incentive for a couple of years now and it is always successful. It helps us to develop relationships with parents and also enables parents to purchase items to support their students learning inside and outside of school. Last year over half of the vouchers were claimed, with a laptop being the most common item purchased.</p>	£2,025

iii. Learning Outside of the Classroom

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
<p>Careers and IAG Establish a programme of activities to engage students providing targeted advice and guidance – encouraging aspiration.</p>	<p>Students embark on appropriate destination and progression pathways. Eliminate Post 16 segregation i.e. % PP students staying on into Oriel students ≥ % of Y11 cohort</p>	<p>At Oriel, we strive to engage with employers as much as possible, with the aim that all students will engage in at least one employment encounter in each year of their study. We have developed links, grown contacts and employers willing to work with us and donate their time and experience to our students.</p> <p>One to one guidance provision has been used to target key student groups across the school and particular year groups so far, ensuring that we address the need of each student. For the next academic year, we have planned to increase this provision so that all students will receive a minimum of two meetings by the time they finish year 11, with a third meeting in year 13 for those that need it.</p> <p>We offer advice and guidance for our students about careers and education progression, enabling them opportunities to visit universities and employment fairs. This year we took a group of students to East Surrey College and to Cambridge University. We also invited several local colleges into our school to deliver workshops. Our Pupil Premium students were also driven to The Skills Apprenticeship and Higher Education Fair in London.</p>	

<p>Engagement Activities</p> <ul style="list-style-type: none"> • Graffiti Workshop • Eco Project • Chelsea Football • Dance Club • Gardening Club • Cooking Club • Etiquette Class • Panto Trip • Hairtastic <p>Amongst others</p>	<p>To provide varied opportunities that build enjoyment of school, social skills and cultural capital</p>	<p>We are continually looking for new activities and providers to offer a range of opportunities for our students inside and outside of school. We appreciate that students have various interests and try to offer varied activities to suit everybody, enabling students to mix in new friendships, build up their confidence and self-esteem and have the opportunity to try an activity which may not be affordable at home.</p> <p>After-school Cooking club has been very popular, with students being very enthusiastic to get started. On average 15-20 students come along each week and of these there are approximately 7 Pupil Premium students.</p> <p>The club not only provides the tools to prepare simple low-cost nutritional meals, it also serves a purpose to provide a meal or a snack not only for them but also for the family - students take their cooking home with them. We are also providing a safe space for students to socialise after school.</p> <p>Our 'Etiquette' class was influenced by our new Y7 students causing disruption at lunchtime, by talking over each other, shouting, standing on tables and eating with their mouths open.</p> <p>We carefully selected a group of these students and they were required to plan and prepare a picnic to eat together, in our school garden. The workshop was designed to be both educational and enjoyable. Students were encouraged to think about their hygiene, food preparation, nutrition, manners, organisation skills and the environment throughout the workshop, which ended in a reflection upon how to best utilise these skills in their day-to-day life. The students were rewarded throughout the workshop with positive points for good behaviour and all enjoyed devouring their home-made burgers in the sun!</p>	<p>£3,449</p>
<p>Peer to Peer Support</p> <ul style="list-style-type: none"> • Peer Mentoring • Young Leaders • Antibullying ambassadors • Forest School 	<p>To provide varied opportunities that build leadership and social skills and provide support for vulnerable students.</p>	<p>Year 10 & 11 students volunteer to become Peer Mentors. They train in the Youth Wing for 6 weeks prior to starting, with staff and then meet their mentees, who are in younger year groups – mainly Y7 and 8 students. Often, the students who volunteer to become mentors were once mentees who have experienced many challenges themselves and want to support others.</p>	<p>£500</p>

<p>Community Development Officer and Assistant</p>	<p>Ensure the continued development of Youth Wing provision</p>	<p>Our Youth wing has recently gone through a regeneration and with input from students, we have a vibrant new colour scheme. They were given the opportunity to be decision makers and chose to move away from school colours and make it a unique space, their space.</p> <p>With £5000 funding from Tesco bag for life, the students had the enviable task of project managing the youth wing upgrade. It was helped along by numerous volunteers including staff and students who gave up their free time in the summer holidays.</p> <p>The Youth Club is attended by up to 50 young people from across Crawley. They are predominantly Oriel students however a small amount come from neighbouring schools. A significant proportion of those who attend are PP students.</p> <p>We have identified the need to provide a meal in the evening as often some students will not have this provided at home. This has prompted us to consider opening up for a second evening as well as looking at options during school holidays.</p>	<p>£59,712</p>
<p>Out of Hours Provision Youth Club</p>	<p>Open access provision reaches out to and offers student's early intervention</p>	<p>Our Youth Wing ethos is to provide exercise, nutrition as well as a safe social environment for students to meet up with/or make new friends. This is facilitated by a team of volunteers including Oriel Staff and older students. Bonds are formed with these volunteers and information when necessary is shared with students Learning Communities. This wrap around care is very much tailored to providing each child with many avenues to seek advice as and when needed. Numbers of growing such that a consideration for 2019-20 is whether to add an additional evening each week to our provision.</p>	