

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	Oriel High School
Number of pupils in school	1427
Proportion (%) of pupil premium eligible pupils	14.5% (176 students)
Academic year/years that our current pupil premium strategy plan covers.	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Philip Stack
Pupil premium lead	Helen Everitt / Ryan Sallows
Governor / Trustee lead	Darren Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,000
Recovery premium funding allocation this academic year	176@£145 = £25,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79,000
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	£244,000

Part A: Pupil premium Strategy Plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, become successful learners who enjoy learning, make good progress and achieve their potential.

We want to prepare all students for the next stage of their education and for a successful adult & working life, providing them with the widest range of experiences possible, building cultural capital; inspiring and enabling them to make a lasting and positive contribution to future societies.

The principles behind our Pupil Premium strategy are simple ones and build upon existing ways of working and relationships to enable us to prioritise actions and interventions for our students.

We aim:

- To know our students
- To identify barriers to progress and individual needs
- To put in place and implement interventions
- To review and evaluate their success

We are careful not to generalise about barriers and needs, and recognise that the wide-ranging challenges that our students may face will not exclusively be the preserve of the economically disadvantaged. Context is important to us and knowing our student population and responding to their changing needs is key.

Our Pupil Premium team is high profile and the way in which it works is well-respected and clearly understood across the school. We are open and transparent with our parents about the Pupil Premium and our work with our students and effective and successful parental engagement is a key thread that runs through our work

The team is rooted in a culture of collaboration, creativity and positivity. We encourage innovation and risk taking, spotting opportunities and trying different approaches. For us, no idea is a bad idea, we try things and if they don't work, we don't do them again. If approaches are successful we repeat and see if we can improve further.

Post Covid, for us at Oriel, the focus is not on catching up, filling gaps and making up lost time, it is about moving students forward, supporting, encouraging, praising and celebrating progress in all its guises.

Challenges

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

Challenge number	Detail of challenge
1	PP students on average have lower attendance than that of other students.
2	Our PP students in general have lower literacy and/or numeracy skills or lower confidence in literacy and/or numeracy.
3	Some of our PP students do not always realise their own potential, and therefore their aspiration may be lacking. This is linked to a cultural capital deficit and hence a lack of educational ambition to succeed in their studies.

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 attendance of disadvantaged students, narrowing the gap relative to other students.	<p>Improved attendance on 2018-19 (90.46%) compared with 94.47% for all students. Gap of 4.01%. <i>(2019/20 – 61.86% compared with 63.49%.)</i> <i>(2020/21 – 88.38% compared with 93.81%)</i></p> <p>Benchmark set as 2018/19 data due to Covid effect on 2020-21 data.</p> <p>Narrow the gap to less than 3.5% between PP % attendance and % attendance of all students.</p> <p>PP % attendance to be higher than National PP % attendance.</p>
Increased literacy and numeracy skills and/or increased confidence in literacy/numeracy	<p>Improved outcomes at KS4.</p> <p>Improved P8 (from -0.49 in 2018-19).</p> <p>Data from reading tests, numeracy testing, Accelerated Reader and Bedrock Learning show improved reading, vocabulary and numeracy.</p>
Greater self-efficacy and increased levels of motivation accelerate progress and increase attainment	<p>Improved outcomes at KS4. Improved A8 (from 3.6 in 2018.19).</p> <p>Destinations are appropriate.</p> <p>No post 16 segregation in data.</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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Accelerated Reader and Bedrock Learning packages across KS3 with all students,	<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.</p> <p>Students respond to regular feedback & are motivated to make progress with their reading skills.</p> <p>Reading age assessment (STAR Reading test) completed at the beginning, middle and end year. Reading age determined in years and months, and used to inform interventions/actions.</p>	2
Specific Numeracy lessons allocated in KS3 focusing on key numeracy areas such as Multiplication Facts, Number Bonds, Factors and Multiples, Fractions and Negative Numbers using specialist targeted resources	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.	2
Provision of Intervention Teaching in English, Maths and Science through over-staffing	Extra capacity in the core subjects provides the flexibility needed to allow existing teachers to deliver interventions	2

<p>KS3 Spelling, Punctuation and Grammar 10-Minute Tests CGP Books</p>	<p>The purchase of these books for every student in CGP provides a focused and easy to use resource for improving the key skill of grammar, punctuation, spelling, proof reading etc. the exercises are in bitesize chunks for quick completion, repetition and practice.</p>	<p>2</p>
<p>Raise profile of Literacy at Key Stage 3.</p> <ul style="list-style-type: none"> • The Big Read – The ‘Big Read’ book purchased for entire Y6, Y7, Y8 cohort. Expectation that the book is read over the summer holiday. • Activities in English lessons use the text and • Author Visits 	<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 The Author visit in September and activities through English lessons then capitalise on this.</p>	<p>2</p>
<p>GCSE Pod</p>	<p>GCSE Pod License purchased for all Key Stage 4 students.</p> <p>There is a whole year group push promoting the use of GCSE Pod through regular assemblies. A competitive edge has been added with rewards and prizes. DHoC track PP students GCSE Pod completion. In addition, GCSE Pod club targets those students who need some extra encouragement and support.</p>	<p>2</p>
<p>Digital Devices</p>	<p>Audits completed with regards to students’ ability to access online platforms at home.</p> <p>LC teams in regular dialogue with students and families to ensure that students have the appropriate digital devices needed to navigate online learning and carry out homework and study at home effectively.</p>	<p>2 & 3</p>
<p>MINTclass software used by all teachers to create student seating plans and engage with demographic info of students in classes.</p>	<p>Class teachers must know which students in their classes are PP in order to identify barriers and think creatively about actions/interventions to support. Whole school expectation embedded re its use and upkeep.</p>	<p>2 & 3</p>

Revision Resourcing (and refreshments!)	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!!	2
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	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.	1, 2 and 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Maths Tuition with external tutors	<p>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.</p> <p>Additional support provided by a retired maths teacher.</p> <p>For us, relationships are key – and a student building a rapport with a 'familiar face' increases engagement and improves outcomes.</p>	2
Mentor Time Maths sessions	<p>Short catch up withdrawal sessions provided in mentor time to facilitate bespoke support. Over staffing provides staff with time to be able to plan for and then offer this support.</p>	2
Tute (Online Science Revision)	<p>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.</p>	1 & 2
Biscuits and Brainwaves	<p>Targeted after school provision, focussing on key skills using the CGP Spelling, Punctuation and Grammar books. Emphasis on safe and nurturing environment to develop literacy skills and lots and lots of rewards</p>	2
Peer Reading	<p>Y12 and Y13 students listening to Y7/Y8 students reading – lunchtime sessions with pizza!</p> <p>Y7/Y8 students visiting local primary schools to read to Y2 and 3 students. Sessions planned in school and books chosen and rehearsed. A brilliant way for students to gain confidence in their own reading.</p>	2

Lunchtime Science Revision with Science HLTA	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!)	1, 2 & 3
Coffee Club	Initially a trial scheme for 2018/19 now back up and running post Covid. 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.	1 & 3
Curriculum Trips and activities (Inc. resources for subjects such as DT, Food nutrition and preparation)	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.	3

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

Budgeted cost: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement Activities <ul style="list-style-type: none"> • Art activities • Eco Club • Gardening Club • Cooking Club • Panto Trip • Forest School • Mindfulness Workshop Amongst others Continue to seek out opportunities	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 The PP team approach is to spot opportunities that could engage our students and focus on enjoyment and building positive school experiences Introduce AQA Award scheme to 'ac-	3

and new ideas to engage students.	credit' and reward achievements Allow students to build up a portfolio of experiences/successes	
Intervention Coordinator post in place. Facilitates the work of the DHoC and DHT working with PP students and their parents	Non-teaching role that increases ability to reach out to parents & provides admin support for DHT and DHoC	1, 2, 3
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 and punctuality.	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. The nudge letter scheme was introduced to remind students and parents about the importance of school: 'Every Lesson Counts'. The Intervention Coordinator 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. 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.	1
Life Coaching	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	3
Counselling	Providing a therapeutic approach to help students explore and understand difficulties they may be having.	3
Social Communication Cooking groups	Small group interventions in the Youth Wing with students working on their social and communication skills whilst cooking!	2 & 3
Achievement Vouchers Continue – consider roll out in Y10 too	£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	2,3

	parental engagement. Parent/student identifies what to buy School then reimburses or supports with purchase	
Careers and IAG Establish a programme of activities to engage students providing targeted advice and guidance – encouraging aspiration. Continue <ul style="list-style-type: none"> • First Gen Scholars • Employer Visits • ‘Dare to Dream’ • Careers Interviews 	Trips to local colleges, universities & employers using both established schemes 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	3
Peer to Peer Support <ul style="list-style-type: none"> • Peer Mentoring • Young Leaders • Antibullying ambassadors • Forest School 	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, Introduce AQA Award scheme to ‘accredit’ and reward achievements Allow students to build up a portfolio of experiences/successes	2 & 3
University of Surrey Engagement	Partnering with the University of Surrey has been a very positive outcome from lockdown. The University are very outward facing and creative in their approaches and really resonate with our ideas and ethos at Oriel. Activities focus on future planning, careers and aspiration. Opportunities have included Realise your Potential (Y10) Surrey Scholars (Y10 and Y11) Family Christmas Boxes (all FSM) Campus Visits (Y10 and Y11) Y11 Revision Masterclasses	2, 3
Youth and Community Education Coordinator and x2 Assistants	Pupil Premium funding allows a full time Youth and Community Education team to operate from our Youth Wing. The coordinator and two assistants (one of which is a new post) are integral to ensuring the provision that we can offer through the Oriel Youth Wing. The increase in our staffing capacity	3

	will allow us to extend the support and opportunities for our students. These three roles are also dovetail into the work of our Director of Learning for behaviour therapy providing bespoke interventions.	
Out of Hours Provision Youth Club	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. With an additional member of the Youth Wing team we are keen to increase provision from one evening a week to two.	3

Total budgeted cost: £153,000

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.

Measure	20/21			19/20			18/19		
	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Grade 4+ E&M	50%	79%	-29%	48%	80%	-32%	44%	60%	-16%
Grade 5+ E&M	25%	59%	-34%	28%	58%	-32%	24%	36%	-12%
Attainment 8	3.7	5.2	-1.5	3.8	5.4	-1.6	3.6	4.5	-0.9
Progress 8	-0.76	0.38	-1.14	-0.33	0.26	-0.59	-0.49	-0.06	-0.43
Progress 8 (English)	-0.66	0.36	-1.02	-0.62	0.25	-0.87	-0.56	-0.1	-0.46
Progress 8 (Maths)	-0.31	0.62	-0.93	0.06	0.32	-0.26	-0.19	-0.1	-0.09
Progress 8 (EBACC)	-0.7	0.45	-1.15	-0.16	0.42	-0.58	-0.37	0.19	-0.56
Progress 8 (Open)	-1.17	0.17	-1.34	-0.55	0.07	-0.62	-0.75	-0.28	-0.47

The data above shows an oscillating picture regarding PP attainment and progress compared with non-PP students. It is clear there is notably increased gap in 20/21 largely attributed, we believe, to the disruption of the previous year.

This changing picture is of course set against wildly changing and inconsistent circumstances on a whole school and individual student basis. No data is highlighted as sig + or sig – however and it could be therefore argued that these differences are within acceptable bounds given the considerable disruption. Our assessment decisions were, across all subjects, agreed after Examination board sampling and as such there is no evidence of unconscious bias in our assessment decisions.

In addition, when we have drilled down into the data at student level, as ever there are some significant outliers that have had a disproportionate on cohort averages (e.g. students with 0% attendance and no terminal attainment data)

Much was accomplished during the implementation of our previous three-year PP strategy but partial closures through 2020/21 and the curtailment of many activities meant that there were aspects that were not fully realised. The ability to measure progress in comparison to previous years was hampered by inconsistent data, curriculum delivery (home learning and face to face) and terminal assessment models.

There is no doubt that for some of our disadvantaged students lock downs due to Covid were more detrimental and the circumstances more challenging than for some other students. We do not believe however that there is a clear dividing line in terms of experiences between disadvantaged and non-disadvantaged however as we are aware of many of our PP students who thrived during home learning.

It is really rewarding, now in December 2021, to see the vast majority of the facets of our strategy and ethos back up and running and going from strength to strength,

Although the overall attendance of our Pupil Premium students in 2020/21 was lower than in the preceding 2 years at 88.38% and the gap had widened to 5.43%. Pupil Premium attendance remains higher than the national average for disadvantaged students. Attendance remains high priority for us and it is pleasing that already this academic year that there are signs that the gap is closing.

During the partial school closures and lockdowns there was evidence that for some students (not just PP) behaviour, wellbeing and mental health were significantly impacted. When returning to face to face learning in March 2021 the priority was on engagement and providing positive experiences, restarting a wide range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Our Youth Wing activities restarted focusing on building life skills such as confidence, resilience, and socialising.

Now, as we are moving through the 2021/22 academic year, the increased stability of the situation and raised confidence of our students has allowed the focus to be firmly back on progress and moving students forward not looking back.