

Pupil Premium strategy statement: Oxford Spires Academy

EVERY STUDENT, EVERY LESSON, ALL THE TIME

"I see challenge as a temporary barrier, preparing me for something bigger!" Timmy, year 9, SMA

Detail	Data
School name	Oxford Spires Academy
Number of pupils in school	1587 tbc
Proportion (%) of Pupil Premium-eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	Collaborative Review Days
Statement authorised by	Louise Cowley (HT)
Pupil Premium lead	Clare Forder (AHT - inclusion)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£329,130
Recovery Premium funding allocation this academic year	
Total budget for this academic year	£329,130

Current Attainment 2023	PP 2023	Non-PP 2023	PP nat ave
Progress 8 score (ave)	-0.61	0.45	0.13
Attainment 8 score (ave)	33.46	53.13	50.3
Achieving EBACC	6.9%	48.41%	DFES not reporting
Achieving 5+ English & Maths	21%	59%	49.9%

Current Challenges: key challenges to achievement that we have identified among our disadvantaged pupils

Detail of challenge
1. Disadvantaged students underachieve in GCSE subjects compared to non-disadvantaged, on average performed one grade lower than non-disadvantaged peers – especially in English and maths.
2. Assessment of reading age data along with observations and discussions of KS3 and KS4 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers.
3. Attendance data over the last 2 academic years indicates that attendance amongst disadvantaged pupils is on average 7% lower than for non-disadvantaged pupils. Further to that, in the same period this academic year, persistent absenteeism in pupil premium students accounts for 42% of the group compared to 25.7% for non-pupil premium students.
4. Behaviour data and observations of many disadvantaged students show they lack self-regulation strategies leading to more negative behaviour points.
5. Our disadvantaged students do not access as many enrichment opportunities that help them to develop their cultural capital and have high aspirations for their future.

Intended outcomes & how we will measure success

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with an initial focus on core subjects.	Disadvantaged students will have an overall positive P8 Score. Subjects where there are large disadvantage gaps will offer targeted intervention for disadvantaged students and Year 11 tracking data will highlight closing gaps.
Improved reading and comprehension among disadvantaged students.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between disadvantaged students and others. Teachers report better engagement in lessons and evidence from exercise books show improved outcomes.
Improved self-regulation of disadvantaged students.	Less behaviour incidents' logged for disadvantaged students.

Disadvantaged students participating in class in-line with their peers.	Staff know the disadvantaged students well and have a range of teaching and learning strategies to support these learners. No opt-out culture embedded across lessons where students willingly offer ideas. There is no difference in the high-quality work in exercise books of disadvantaged students and their peers.
Achieve and sustain improved attendance for all students, particularly disadvantaged students.	Sustained high attendance for 2024/25 where overall attendance is 95% or above across the school. The % of students who are persistently absent being below the national average (14%).
All disadvantaged students will participate in at least one enrichment opportunity per term throughout the academic year.	A minimum of 1 enrichment club attended by each disadvantaged student. · Tracking of attendance to highlight which disadvantaged students are not attending clubs so that we can tailor opportunities to meet their needs. · Student voice will highlight the positive impact of enrichment on disadvantaged students.

Actions to address the challenges listed above.

Teaching Budgeted cost: £297,852

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Recruitment of strategic staff to support – HLTAs in core subjects, behaviour support manager, home-school link worker and year team support workers. (1, 2, 3, 4, 5)	HT	Improved attendance data, decrease in negative behaviour and increase in P8 for PP students. Higher engagement in class with improved student voice.	Termly – DHT to review assessment data
Homework club run by HLTAs and librarian with personal invites to PP. (1,4)	AHT - inclusion	Improved outcomes Improved attendance	Review termly at student panel.

Continued investment in quality CPD for all staff based on whole-school priorities (1,2,3,4)	DHT – teaching and learning	Improved quality of education, students engaged in learning, improved attendance	Reviewed during each cycle.
--	-----------------------------	--	-----------------------------

Targeted academic support: Budgeted cost: £4,500

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Tiered reading programme In tutor time; small groups with HLTA and 1:1 phonics. (2)	SENCO with AHT - inclusion	Improvement in reading age for target students.	Termly review of reading age data at student panel.
Year 6-7 holiday transition work for PP students. (3,4)	BSM with AHT – inclusion.	Increased attendance in year 7 of PP students. Positive student voice from PP students who attend.	BSM review with AHT – inclusion at October.

Wider strategies: Budgeted cost: £26,778

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
Breakfast club (1,4)	Head of Equality with AHT - inclusion	Key students attend and reduce number of behaviour points.	Termly at student panel.
Provide an extensive programme of enrichment, educational and extra-curricular opportunities for students to learn outside of school and across departments.	AHT – inclusion	Increased number of clubs at the school. A tracking system is produced to monitor attendance of clubs. Everyone attends at least one club.	AHT – inclusion termly at the student panel.

Introduction of tracking of extra-curricular clubs to ensure disadvantaged students participate. (5)			
Use of alternative provisions to support students with clear monitoring of provision. (3,4)	AHT – inclusion	All students on the school register are engaged with education. Regular monitoring of provision by BSM.	Weekly at student panel.
Hardship fund available to support individuals and families to feel confident and supported when help is needed (e.g. transport, food, clothing, equipment, experiences). (1,3,4,5)	AHT – inclusion	PP students have uniform, food, can access trips, etc in line with their non-PP peers.	Ongoing.
Deploy a team of inclusion practitioners to support students with their mental health using both proactive and reactive approaches. (1,3)	AHT - inclusion	Better support for most vulnerable students with SEMH, improved attendance, decreasing number of behaviour incidents	Weekly at student panel.

Total budgeted cost: £329,130

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)

[NFER – High quality teaching for all](#)

[EEF – Teaching and Learning toolkit](#)

[EEF- Teacher feedback to improve learning](#)

[EEF – Teaching and Learning toolkit](#)

[EEF – Metacognition & Self-regulated learning](#)

[EEF – Covid Catch up](#)

[EEF – improving literacy in secondary schools](#)

[EEF – Improving behaviour in schools](#)

[EEF – SEND in mainstream schools](#)

[EEF – Improving mathematics in KS2 & 3](#)

[NFER- Meeting individual learning needs](#)

[EEF – Effective Professional Development](#)

[EEF – Using digital technology to improve learning](#)

[EEF – Effective Professional Development](#)

[EEF – Putting evidence into work](#)

[EEF – Pupil Premium guide](#)

[Sutton Trust 'Engaging Parents Effectively'](#)

[NFER- Addressing behaviour and attendance](#)

[NFER – Clear responsive leadership](#)