# Pupil premium strategy statement Overton Grange School 2023 - 24

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

## School overview

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| Detail | Data |
| Number of students in school | 1015 |
| Proportion (%) of pupil premium eligible students | 24.7% (263 students) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/24 – 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Charlotte Auger, Headteacher |
| Pupil premium lead | Lucy Keenan, Assistant Headteacher |
| Governor / Trustee lead | Simon Doubell, Chair of Governors |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 283,590 |
| Recovery premium funding allocation this academic year | £ 18,495 |
| **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* | £ 302,085 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Overton Grange School, our students are at the heart of our school community. The ultimate objective of our strategy is to narrow the attainment gap between disadvantaged and non-disadvantaged students nationally and within internal school data. The strategy will ensure that students will leave with the relevant skills, knowledge and abilities to enable them to succeed in our changing world and will encompass academic and pastoral support, as well as other aspects of school life, including trips, visits, social time and other events.  The key strategic priorities of our current Strategy Plan are:  1. Continue to improve implementation and monitoring of interventions so that Pupil Premium students make good progress and gaps in achievement with their peers continue to close.  2. Strategically plan and manage resources:  a) to ensure PPG spending is effective and accountable, including Post-Looked After Children  b) to ensure that Service Children funding is correctly allocated and spent  We will work towards these priorities by addressing three key areas:   * Accountability – through continued monitoring and reporting * Student Progress and Achievement – focusing on improving attendance, and attainment and progress * Resources – ensuring that PPG funding is spent effectively and where it will have the most impact |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | P8 significantly lower for PP students than for the whole school |
| 2 | Attendance and punctuality is lower than for non-PP students |
| 3 | The proportion of SEND students is higher for PP than non-PP, particularly SEND Status E. |
| 4 | There are more ‘Low Prior Attainment’ PP students than non-PP and fewer ‘High Prior Attainment’ PP than non-PP. |

## 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.

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| Intended outcome | Success criteria |
| To continue implementation of interventions | Gap between PP and non-PP students as low as possible |
| Continue to use the Anspear *Tracking Pupil Premium* spreadsheet | Interventions monitored and evaluated for effectiveness and value for money |
| To continue to develop monitoring of PP progress by departments | Departments aware of progress of PP students and providing appropriate interventions |
| Produce the annual Pupil Premium statement for the school website, using the required DfE template | PP statement using the DfE template published on school website |
| Write and review the Pupil Premium three year strategy using the PPG Development Plan | Strategy annually reviewed |
| 1. Keep a record of Year 7 to 11 students who have received school-led tutoring and the hours received (cumulative) in order to update the School Census to show the school-led tutoring of disadvantaged students. | Census updated correctly |
| Attendance action plan to be reviewed, revised and implemented to ensure attendance targets for Key Stages 3, 4 & 5 are met.  Focus: further improve attendance | KS 3 & 4: Meet or exceed target of 4% absence and target for Persistent Absentees (15% based on <90%). |
| Continue to monitor persistent absentees half-termly, including identifying those that are PP | Fewer PP students identified as persistent absentees  Interventions in place to support PP students to improve attendance |
| To ensure that there are high expectations of all students in lessons through effective teaching and learning | Gap between PP and non-PP students as low as possible |
| To provide appropriate subject-based interventions to under-performing PP students | Under-performing students receiving appropriate interventions both in and out of lessons |
| Use the academic year 2023-2024 and the extra government funding available to enable targeted students to `catch-up` on the learning they lost during the pandemic school closures in the 2019-2020 and 2020 – 2021 academic years. | Extra funding used effectively to reduce the impact the school closure had on student progress. |
| To review the allocation of PPG spending on the school budget so there is sufficient funding for students | Sufficient funding available each year from PPG grant |
| To continue to make use of PPG for Attendance and Pastoral support staff wages, as per DfE guidance, in order to provide appropriate support for all students | An agreed and fixed percentage of PPG used for Pastoral Support staff wages |

## 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: £28,226.5

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Exceeding the FTE teacher :student beyond the requirements identified by ICFP modelling* | The EEF Guide to Pupil Premium’s tiered approach shows that “good teaching is the most important lever  schools have to improve outcomes for disadvantaged pupils”. By agreeing to maintain our current FTE, we can have smaller class sizing allowing more focused support and ability banding in some subjects. | 1, 4 |
| *To renew and continue to embed the use of GCSEPod*  *as a tool both in lesson*  *and as a revision*  *resource.* | GCSEPod’s own data shows a link between its use and improved attainment. It also has developed so that it is now more accessible to SEND students.EEF suggest +7 months progress for meta- cognition and self-regulation.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation> | 1, 3, 4 |

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

Budgeted cost: £ 78,935

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provide learning*  *recovery support for*  *disadvantaged*  *students through use*  *of October, February, Easter and May half term (School Led tutoring by OGS staff)* tutoring sessions. | A recently released meta-analysis of  close to 100 studies of tutoring in literacy and mathematics has found that tutoring programmes consistently produced large improvements for students. Subject specific and target-led intervention improves results and outcomes. | 1,4 |
| *Provide access to*  *Satchel:One for*  *homework and Seat*  *Planner* | EEF Teaching and Learning toolkit shows that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary  schools.  Satchel:One means that homework  tasks are easily available to all students as it can be accessed anywhere. Homework can be differentiated if required. Homework setting and completion can also be seen by parents, increasing parental engagement, which is also a low cost, moderate impact strategy. As tasks are set by teachers, there are far fewer issues with homework, e.g. issues with getting it written into a diary, diaries being lost or damaged | 1,3,4  (already incorporated into wider strategies) |
| *Provision of careers advice and support.*  *Membership to Unifrog for all PP students.* | There is a social gradient within FE where disadvantaged students tend to achieve lower level qualifications and have lower rates of progression to high earning than non disadvantaged students.  By providing careers advice, alongside high quality education, we aim to assist our disadvantaged students to that they can achieve higher level qualifications and make higher rates of progression. | 1 |
| *The Scholars Programme run by The Brilliant Club –aimed at inspiring Year 9 PP students to go to university.* | PP students are less likely to have parents that did not go to university. This programme is aimed at promoting degree courses to Year 9 students. | 1,2 |
| *Provision of materials*  *for GCSE Art and*  *English students, and*  *all PP students*  *studying DT, as well as*  *off-site PE* | EEF Teaching and Learning Toolkit shows that participation in Arts and  physical activity are both low cost/high impact strategies. PP students at OGS must have equal opportunities. | 1,2 |
| *Future Frontiers business mentoring programme for PP students.* | In the UK today, the income of the family you are born into is still the strongest indicator of where you will end up. Young people from low-income backgrounds are less likely to do well at school, less likely to progress to higher education and less likely to enter secure and fulfilling employment. This programme matches individual students with a business mentor who guides them throughout their GCSEs. | 1,2 |
| *ASD service to work alongside our SEND department to enhance provision for our autistic (disadvantaged) students* | The majority of our ASD students are also disadvantaged. Specialists in ASD provision and will work alongside our students to promote academic engagement. | 1 |
| *Departmental resources / initiatives.* | Each department will be able to bid for up to £2000 to be used on resources, initiatives to promote the progress of our disadvantaged students. | 1 |

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

Budgeted cost: £ 194,923.5

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Contribution to*  *Attendance Support*  *Services* | PP students have a lower attendance rate than non-PP, so many of the students the Attendance Office supports are in this group.  The Attendance Officer follows up all  absences and works with the DSL,  outside agencies and families to  improve attendance.  A consistent, clear approach in each year group which is understood by all  stakeholders will help ensure that all  understand why good attendance is so  important.  To improve progress and attainment,  students must be attending school. | 1, 2 |
| *Contribution to*  *Pastoral Support*  *Services* | PP students make up a significant proportion of students who access  pastoral support. This support helps  students to stay in school and to access wider support services in times of need. Not only does this mean improved attendance but students will benefit academically. EEF Teaching and Learning Toolkit shows Social and emotional learning (SEL) interventions are moderate impact | 1,2 |
| *Provide access to*  *Satchel:One for*  *Timetable,*  *Attendance,*  *Behaviour and*  *Detentions* | Satchel:One means that students and  parents can easily access the student  timetable, rewards, attendance data  and detention information. This means that all students can keep up to date and parental engagement is improved. According to the EEF Teaching and Learning toolkit, Parental engagement has a positive impact on average of 4 months’ additional progress | 1,2,3,4 |
| *Funding for extra curricular activities,*  *including Music*  *lessons, school trips,*  *prom etc.* | Our evidence in school shows that  participation in activities is important  for social and cultural development.  Being able to have the same experience as their peers allows students to fully participate in school life and to become more aspirational. | 2 |
| *Funding of*  *equipment, e.g.*  *stationery, uniform,*  *lockers* | Whilst there is no explicit research based evidence on the impact of this in progress, our anecdotal evidence shows its importance in not socially excluding disadvantaged students. Having access to basic equipment means that students can focus on learning. | 1 |
| *Life skills company workshops to KS4/5* | Workshops help students to revise effectively which in turn helps boost exam results. | 1 |
| *Provision of funds for non-PP students in financial hardship* | There are students whose parents do not meet the requirements for Free School Meals and, hence PP funding. We recognise the importance of supporting all disadvantaged students so that they can engage successfully in school life. | 1,2 |
| *Support of students*  *on dual roll with*  *STARS* | PPG allocations for students being  educated by STARS are sent to them  each term, to support the teaching  and learning of the students. | 1, 2 |

**Total budgeted cost: £ 302,085**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged students

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| We have analysed the performance of our school’s disadvantaged students during the 2022/2023 academic year using key stage 4 performance data and our own internal assessments.  For 2023, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students has yet to be published by the DFE and likewise for Attainment 8 (which is a measure of GCSE attainment across 8 subjects). See [DfE guidance](https://www.gov.uk/government/publications/progress-8-school-performance-measure) for more information about KS4 performance measures.  *Indications suggest that progress 8 scores and attainment 8 scores for our Year 11 PP students will be similar to last year showing this cohort of students making less progress than our non-disadvantaged pupils. The gap continues to be significant.*   |  |  |  | | --- | --- | --- | |  | Progress 8 | Attainment 8 | | OGS PP | -0.43 | 37.7 | | OGS all students | -0.09 | 47.3 | | National Schools all students | -0.03 | 46.2 |   Attainment: Our disadvantaged students continue to achieve less than their peers.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | GCSE Grades % | | | | | 9-7 | 9-5 | 9-4 | 9-1 | | PP (38 students) | 4 | 30 | 51 | 97.3 | | Non-PP (147 students) | 19 | 54 | 71 | 99.3 | | All students (185 students) | 16 | 49 | 67 | 98.6 | | National | 22.4 | 54.4 | 70.3 |  |   Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged students in 2022/23 was below our expectations.  During 2021-22 departments prioritised their curriculums to ensure they were diverse, knowledge rich with a considered approach to sequencing of key knowledge and skills to promote the learning of our disadvantaged students. A key focus of lesson observations was adaptive teaching and CPD was delivered on strategies in ‘teaching to the top’.  A programme of NTP funded lessons were offered after school and during the October half term to our PP students. These were not well supported by students, parents/ carers and attendance was poor. We will continue to offer additional tutoring after school and in the school holidays during 2023-2024.  Absence and persistent absence among our disadvantaged students was higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged students continues to be a focus. We have also employed an additional Pastoral Leader in response to the increasing emotional needs of our students.  We invested in experiences beyond the classroom for our PP students, to this end we made sure all were able to attend academic trips and events offered both on and off site. We continued to run ‘The Scholars Programme’ run by the Brilliant Club for Year 9 and Year 10 took part in the Future Frontiers careers programme.  In the run up to the summer examinations the timetable was redesigned for all of our exam cohorts, students did not have study leave. Students attended lessons up until May half term and the timetable was adapted to ensure all students had time with their class teachers on the days of their specific examinations; we viewed this as essential for academic and wellbeing reasons. All of our PP students were provided with this support. |

## Externally provided programmes

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

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| Programme | Provider |
| The Scholars Programme | The Brilliant Club |
| Study Skills | Life Skills Company |
| Future Frontiers Careers | Future Frontiers |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| No service premium was spent last year as the students in receipt of this funding had no needs. |
| **The impact of that spending on service pupil premium eligible students** |
| N/A |

# Further information (optional)

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| Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around adaptive and Quality First teaching. Research evidence demonstrates this has significant benefits for students, particularly disadvantaged and SEND students.   <https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you>  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>   * We are also able to signpost students to Kooth (online counselling) as a result of being part of the cluster. This allows us to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. * We are the lead school for the Enthuse STEM Partnership. This is a two-year funded programme in which we will work with between six to ten schools, and with students at the age range of 7-11 and 11-14, focusing on the transition years. Over the course of the two years (Jan 2022 – Dec 2023) we have £20,000 available that we can use for staff professional development, enrichment activities and linked activities with IMCD (our STEM Industrial Partner). We will focus on Disadvantaged and under-represented in STEM students, and aim to improve student attainment, interest and awareness and employability skills in STEM subjects. * We offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate. |