



Oathall Community College: 2017 - 2018 Pupil Premium Strategy

1. Summary information			
Academic year	2017/18	Total PPG budget	£133,705
Total number of pupils	982	Number of pupils eligible for PPG	143

2. Current attainment – an analysis of the 2017 GCSE exam results (Provisional)		
	Pupils eligible for PPG at Oathall	Pupils not eligible for PPG (national average)
Progress 8 score average	-0.66	TBC
Attainment 8 score average	46.7	TBC
% achieving 4 or above in English and mathematics	35	TBC

3. The main barriers to educational achievement faced by students eligible for the pupil premium grant at Oathall	
A.	Attendance rates are lower than for other students (90.1% compared to 95.7% in 2015/16). This reduces their school hours and causes them to fall behind.
B.	Low aspirations with regard to further education and potential employment (historical data suggests that 25% of PP students have not gone on to sustained education, employment or training).
C.	Literacy and numeracy skills on entry to the school are lower on average than other students, which hinders access to the curriculum and supresses progress in Year 7 and onwards through Key Stage 3.
D.	A lack of engagement with learning, both in school and with homework results in work of a lower standard over time. Students can be poorly prepared for learning and school in general in terms of resources and uniform. In some cases this extends to the learning environment at home. This ultimately leads to poor exam preparation and performance by some students.
E.	Engagement with the school of some parents of PP students is low. For example attendance at parents' evenings is lower than for other students.
F.	Lower up take of extra-curricular opportunities than other students.

4. Desired outcomes and success criteria that will demonstrate that the identified barriers to educational achievement have been addressed		
	Desired outcomes	Success criteria
A.	Improved attendance rates for students eligible for PPG.	Overall attendance for students eligible for PPG in line with other students.
B.	Raise the aspirations of students eligible for PPG so that they have clearly defined progression routes from Oathall to further education, employment or training.	Current data demonstrates that all students eligible for PPG have applications in place for further education, employment or training before they leave Oathall.
C.	High levels of progress in literacy and numeracy in year 7 so that any student eligible for PPG catches up with other students with similar starting points. Levels of literacy and numeracy continue to progress rapidly throughout key stage 3 so that all students are well prepared for the challenges of key stage 4.	Reading ages and numeracy scores for all students eligible for PPG show that they reach the same levels as other students with similar starting points by the end of year 7. Testing beyond year 7 demonstrates that these rates of progress are maintained.
D.	Students eligible for PPG are well prepared for school and learning, show sustained engagement with their learning, prepare for exams independently and perform at an appropriate standard in their exams.	The work produced in and out of class is completed to high standards and demonstrates that sustained progress is being made. Assessment, mock exam and ultimately GCSE data demonstrates that students eligible for the PPG reach comparable standards to other students from similar starting points.
E.	There is good parental engagement with the school from all parents so that parents have a good understanding of the progress their child is making in all aspects of school life. A mutually supportive relationship exists between the school and parents so that achieving the best outcomes for the child is at the centre of all that is done.	All parents access progress reports and are contacted regarding any identified concerns. Attendance at parents' evenings for parents of PPG students is in line with parents of other students. Any issues that arise are addressed by the partnership between school staff and parents resulting in a positive outcome for the child.
F.	Students eligible for PPG participate in the extra-curricular opportunities on offer.	The extra-curricular tracking database demonstrates that students eligible for PPG have similar participation rates as other students.

5. Planned actions and expenditure				
Desired outcome: A. Improved attendance rates for students eligible for PPG.				
Chosen action/approach	What is the reason for this choice?	How will you monitor the impact of this action?	Staff lead	When will you review implementation / impact?
Employment of a full time attendance officer to monitor attendance, produce analysis for the pastoral team and respond rapidly to any absence.	The pastoral team need an accurate analysis of patterns of absence and a rapid response when students do not attend.	Monitor students' attendance records.	EG (Assistant headteacher)	Half termly
Assistant Heads of House will coordinate meetings with parents of students not meeting attendance expectations.	Ensure that parents are aware of the attendance problem and engaged with implementing a solution.	Review the minutes of the meetings with parents and monitor the student's attendance towards agreed targets.	Heads of House	Half termly
Use PARS software to manage and monitor attendance in all lessons. Use INSIGHT to provide parents with live attendance data.	To facilitate real time monitoring of student attendance for sessions and lessons, and provide parents with an accurate record of their child's attendance.	Use PARS to ensure all staff complete registers on time. Discuss the use of INSIGHT with parents in attendance meetings.	EG (Assistant headteacher)	Half termly
Ensure that registers are taken promptly in all lessons, including when a desktop computer is not available, by providing a mobile device.	To make sure all attendance data is accurate and timely.	Use of PARS to monitor completion of registers.	EG (Assistant headteacher)	Half termly
Total budgeted cost				£19,000

Desired outcome: B. Raise the aspirations of students eligible for PPG so that they have clearly defined progression routes from Oathall to further education, employment or training.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation / impact?
Employment of a full time careers officer to implement and manage a full careers and further education programme.	Students eligible for PPG have lower rates of progression into education, training or employment than other students and so require further support to ensure a successful transition to their post-16 provision.	Through the line management of the careers officer by a deputy headteacher.	LCG (Assistant Headteacher)	Termly
Ensure that each year group have at least one careers / further education related event.	As above	As above	As above	As above
Provide all students eligible for PPG with a one to one interview to plan for post-16 progression.	To ensure that all students eligible for PPG have a planned post-16 pathway. Produce applications of a high quality and meet all deadlines.	Monitoring the college application process.	SB (Careers officer)	February 2018
Total budgeted cost				£8,000

Desired outcome: C. High levels of progress in literacy and numeracy in year 7 so that any student eligible for PPG catches up with other students with similar starting points. Levels of literacy and numeracy continue to progress rapidly throughout key stage 3 so that all students are well prepared for the challenges of key stage 4.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation / impact?
Accelerated reader programme implemented for all students with low reading age upon entry to Oathall.	Students with low literacy levels on entry make poor progress throughout key stage 3 and 4. Improving reading skills will improve access to subjects across the curriculum.	Ensure records are kept of students' participation in each stage of the programme. Tracking reading scores to demonstrate progress over time.	Librarians	Termly
Regular small group numeracy intervention for year 7 students who join with low numeracy skills.	Students with low numeracy on entry are making poor progress in maths and other subjects due to unaddressed gaps in their numeracy skills.	Maths Faculty teaching assistant will coordinate and monitor student progress using Alfie testing.	CT (HoF Maths)	Termly
Lead practitioners in English and maths will lead on teaching strategies that will ensure all students develop good literacy and numeracy skills.	Teachers have a shared responsibility for the progress made by all students and must be equipped with the appropriate skills.	Monitoring by the HoF in English and maths faculties.	EE (HoF English), CT (HoF Maths)	In line with the half termly teaching reviews
Develop teaching and learning strategies that will enhance the progress of vulnerable students – based around the four pillars identified by the T&L group.	All subjects contribute to reinforcing the importance of good learning skills to include literacy and numeracy across the curriculum.	Monitoring quality of teaching and learning through the school's QA procedures.	FHD (T&L Group lead)	Termly
Total budgeted cost				£37,000

Desired outcome: D. Students eligible for PPG are well prepared for school and learning, show sustained engagement with their learning, prepare for exams independently and perform at an appropriate standard in their exams.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation / impact?
Provide subsidisation of uniform for students eligible for PPG.	Poor quality uniform can lead to self-esteem issues, impact on attendance and contribute to a feeling of being marginalised.	Monitor the attendance and engagement of students who have received subsidised uniform.	Assistant HoH	Termly
Provide basic classroom equipment when needed. Ensure that students have access to all learning resources required for homework, including those provided via an internet connection.	To ensure that the student is prepared for learning, taking a greater pride in their work.	Monitor incidence of missing equipment in students' behaviour logs. Monitor completion of homework and explore reasons for non-completion.	Assistant HoH	Half termly
Provide a broad curriculum that offers an appropriate balance of academic, practical and vocational pathways.	To ensure that all students can choose subjects that they will find engaging and provide them with a progression route to further education, training or employment.	Review the curriculum and options process at Key Stage 4 and introduce qualifications to provide the appropriate offer.	TDH (Deputy Headteacher)	January 2018
Provide small group intervention lessons for year 11 students who are not making good progress towards their target grade in English and mathematics.	Some students perform below their target due to lack of exam preparation out of school. The intervention work focuses on the topics students have performed poorly on in mock exams.	HoF will monitoring assessment data from re-testing to ensure progress is being made.	EE (HoF English), CT (HoF Maths)	Fortnightly
Provide revision materials and guides that are normally paid for by parents for Key Stage 4 students eligible for the PPG.	To ensure that all students have access to materials required to successfully prepare for exams.	Assistant HoH to meet with students to ensure that all have the correct resources.	Assistant HoH / Assistant HOFs	Half termly

Provide a staffed homework club in the LRC and require students who do not complete homework to a good standard to attend.	Developing good independent study techniques is good preparation for exam revision and life beyond Oathall.	HoH to use homework data from PARs to monitor completion of homework.	HoH	Termly
Total budgeted cost				£45,000

Desired outcome: E. There is good parental engagement with the school from all parents so that parents have a good understanding of the progress their child is making in all aspects of school life. A mutually supportive relationship exists between the school and parents so that achieving the best outcomes for the child is at the centre of all that is done.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation / impact?
Develop the role of Assistant HoH as a first point of contact for parents.	Assistant HoH can ensure that home – school communication is effective and intervene when it is less successful.	Line management of the Assistant HoH by the HoH will monitor effectiveness of home – school communication.	HoH	Termly
Ensure that all parents of students eligible for PPG have full access to all the schools online resources.	There is an increasing reliance on online applications to support home – school communication that parents need a reliable connection with.	Systems and data manager to monitor parental access of the online applications.	TDH (Deputy Headteacher)	Termly
Implement early contact for parents' evenings bookings with phone calls.	This PPG group have lower attendance rates at parents' evenings.	Monitor attendance at parents' evenings.	HoH	In line with each parents evening.
Total budgeted cost				£17,500

Desired outcome: F. Students eligible for PPG participate in the extra-curricular opportunities on offer.				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation / impact?
Develop a participation map to establish the uptake of extra-curricular and enrichment activities.	To identify students who have not participated with any extra-curricular activities.	Assistant Headteacher will monitor the participation rates.	LCG (Assistant headteacher)	Termly
Provide close guidance in choosing and securing places to students not participating in any extra-curricular activities.	Student voice demonstrates that some students do not engage with the application process for extra-curricular and enrichment activities.	Monitoring will demonstrate increased participation rates.	Assistant HoH	Termly
Offer subsidisation for paid activities where appropriate.	Student voice identified that cost can be prohibitive in some cases.	Increased participation by students for who cost has previously been prohibitive.	LCG (Assistant headteacher)	Termly
Total budgeted cost				£7500