

# Pupil premium strategy statement 2020-21

## Pupil Premium Provision

### What is the Pupil Premium?

'Pupil Premium Funding Report 2016 - 2017 National Guidelines The Pupil Premium Grant' is a Government initiative designed to provide additional funding to address the potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), are looked after by the Local Authority or are adopted, or are from families with parents serving (or having served) in Her Majesty's forces.

Schools are required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant. At Retford Oaks Academy, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding.

*"It is for the schools to decide how best the Pupil Premium allocation should be used, as they are best placed to assess what additional provision should be made for individual pupils"*

Source: DfE Website

### Introduction and Purpose

Retford Oaks Academy continues to adapt its spending of the Pupil Premium funding in 2020/21 following analysis of our positive outcomes for disadvantaged students in 2019/20.

This document outlines Retford Oaks Academy's current approach to closing any achievement gap and also outlines how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At Retford Oaks Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the Academy. At Retford Oaks, strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons which challenge and stretch all students. All staff are entitled to a programme of training which allows them to continually expand and experiment with a full range of teaching strategies and

techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. Currently, 24% of our students are supported by Pupil Premium funding.

### **Key Priorities:**

To continue to work on 'Diminishing the Differences' for disadvantage students as identified in our Academy Improvement Plan (AIP), by addressing inequalities and raising the attainment of those students in low income families, Service children, or who are 'Looked After'.

### **What do we expect to see?**

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to benefit fully from the educational provision provided by the Academy. Where Covid implications provide a Barrier to Learning or Wellbeing as an academy we will provide a focus to ensure that all disadvantaged students are given the very best opportunities to succeed and flourish.

### **For Students**

- Maintain their levels of attainment and progress, especially in Maths and English
- Diminish the differences for disadvantage students against their attainment and rates of progress relative to school & National averages
- Have full access to the curriculum
- Access extra-curricular provisions

### **For Staff**

- Continue to develop a clear direction and focus for diminishing the differences across all areas of the Academy, especially PP students
- Embed the ethos of diminishing the differences across the whole Academy curriculum, using a range of resources and strategies.
- Raise levels of progress and attainment and diminish the differences between target groups and individuals specifically, for PP students
- Improve knowledge and understanding of diminishing the differences including sharing good practice in relation to strategies and interventions

## School overview

Metric	Data
School name	<b>Retford Oaks Academy</b>
Pupils in school	944 (+77 Post 16)
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£273,210 (LAC - £23450)
Academic year or years covered by statement	2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	C West
Pupil premium lead	A Tomkins
Governor lead	A Knight

## Disadvantaged pupil performance overview for last academic year

Progress 8	+0.5
Ebacc entry	12%
Attainment 8	4.7
% Grade 5+ in English and maths	31%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools. 2019 National -0.45 (No 2020 data published) +0.5 ROA 2020 Maintain Progress 8 above 0 or better for 2021.	Sept 21
Attainment 8	Achieve National average or better for attainment for all pupils 3.6. National 2019 (No 2020 data published) 4.7 ROA 2020	Sept 21
% Grade 5+ in English and maths	Achieve average or better English and maths 5+ scores for similar schools	Sept 21
Other	Maintain attendance to national average or better	Sept 21
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 21

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve outcomes for disadvantaged students in English and Maths through additional subject specialist intervention staffing, 1to1 tutor recruitment, retention and professional development. To include small group tuition for vulnerable students on a 10 week cycle.
Priority 2	Target Disadvantaged High Ability with direct support in years 7-13 to improved outcomes.
Barriers to learning these priorities address	Attendance based priorities to ensure disadvantaged groups have the maximum opportunity to achieve.
Projected spending	£126,360

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils with the use of 1to1 tutors and TA Support.
Priority 2	Recruitment of a TA/MH recruitment (Jan 2020, retention and professional development) to support disadvantaged students KS3, 4 as a priority.
Barriers to learning these priorities address	Recruitment of suitable staff. Time allocated to support outside of the classroom if necessary.
Projected spending	£50,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Disadvantaged High Ability support, KS3 and KS4. KS4 link with Oxford and Cambridge universities to raise aspirations and continue the improved year 12/13 numbers.
Priority 2	Encourage take up of the PP Voucher scheme for all disadvantaged students. Engaging parents who may fall into the PP categories do not miss out and apply.
Priority 3	All PP students have access to a Free breakfast (moved to free break during covid to ensure no one student misses out)
Priority 4	Reduce exclusions through use of AP provision and in school strategies to support student mental health issues including TA/MH, enrichment trips and small group work.
Barriers to learning these priorities address	Attendance continues to be the direct issue around disadvantaged success as per the national trends.
Projected spending	£90,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development area identified by staff survey 2020.	Use of INSET days and additional cover being provided to allow staff training i.e. PD timetable allowing an extra department day for staff throughout the year.
Targeted support	Ensuring enough time for school maths-lead to support small groups	GO4S tracking groups progress as a Focus group for each year group.
Wider strategies	Engaging the students/families facing most challenges in accessing education during covid.	Providing on line support for students not in school due to covid reasons.

### Review: last year's aims and outcomes

See 2018-19 RAG rated plan.

Key actions from 2019/20 RAG rated	Key impact during 2019/20 (could include notable data for year 11 outcomes)	Next Steps																		
<ul style="list-style-type: none"> <li>PP forward plan to review and implement PP support for 2019-20</li> <li>Improved attainment over time for PP students</li> <li>Improved progress over time for PP students</li> <li>Narrowing the Gap over time between PP/Non-PP Students</li> <li>Target High Ability Disadvantaged students P8/A8 improvement</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>19/20 PP</th> <th>19/20 Non-PP</th> <th>19/20 Gap</th> <th>18/19 PP/Gap</th> <th>17/18 PP/ Gap</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>0.4</td> <td>0.5</td> <td>-0.1</td> <td>-0.3</td> <td>-0.3</td> </tr> <tr> <td>A8</td> <td>4.5</td> <td>5.0</td> <td>-0.5</td> <td>-0.4</td> <td>-0.9</td> </tr> </tbody> </table>		19/20 PP	19/20 Non-PP	19/20 Gap	18/19 PP/Gap	17/18 PP/ Gap	P8	0.4	0.5	-0.1	-0.3	-0.3	A8	4.5	5.0	-0.5	-0.4	-0.9	<ul style="list-style-type: none"> <li>PP Plan produced to include covid issues and support</li> <li>A stronger focus on PP catch up students in KS3 where this was judged as weak</li> <li>Closer links with AP/T&amp;L to ensure PP directed support in the classroom</li> </ul>
	19/20 PP	19/20 Non-PP	19/20 Gap	18/19 PP/Gap	17/18 PP/ Gap															
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<ul style="list-style-type: none"> <li>• Provide effective career/post 16 support - NEET PP/Non-PP on at least an equivalent level</li> <li>• Support all PP students with PP Vouchers scheme</li> <li>• Recruit 1to1 tutor for direct PP/LAC support</li> <li>• Focus and direct support during lockdown for PP</li> <li>• DHA linked to Cambridge/Oxford Uni working groups</li> </ul> <p>PP cohort = 45 Students therefore 1 students = 2%</p>	5+ En and Ma	31.1	37.2	-6.1	29.9 / - 3.2	-23.8	<ul style="list-style-type: none"> <li>• SEND PP students provided improved support pastoral/classroom</li> <li>• HAD Students to remain a focus to include Ox-bridge working groups</li> <li>• Focus group on PP/FSM attendance</li> <li>• Ensure PP students are discussed in Department meetings and at SLT level</li> <li>• Direction for all Trip/enrichment opportunities to ensure a PP cohort is identifies for all trips.</li> <li>• Consider the implications of Gaps in 4+.data</li> </ul>
	4+ En and Ma	46.7	69.4	-22.8	40/-19.8	-26	
	5+ En	46.7	61.2	-14.5	42.2/- 11.8	31.1/ - 21.1	
	4+ En	66.7	82.6	-16.0	53.3/- 22.5	55.6/ - 21.4	
	5+Ma	33.3	44.6	-11.3	40.0/-3.2	22.5 /- 26.5	
	4+Ma	57.8	72.7	-14.9	53.3/- 14.5	40/- 28.1	
	High Ability Disadvantaged						
	P8 – 0.5	A8 - 6.8		5+ En/Ma 92.1/57.2	5+Ma 94.7/41.6	5+En 92.1/ 57.2	
	Lockdown PP Engagement in lessons						
		Yr11 N/A	Yr10 98.9/98.3	Yr9 90/83	Y9 95/92	Yr 7 90/84	