

Pupil premium strategy statement

Overton Grange School 2022 - 23

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

Detail	Data
Number of students in school	1238
Proportion (%) of pupil premium eligible students	19.63 (All years) 23.52 (Years 7 – 11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Charlotte Auger, Headteacher
Pupil premium lead	Lucy Keenan, Assistant Headteacher
Governor / Trustee lead	Simon Doubell, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 293,320
Recovery premium funding allocation this academic year	£ 82,011
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 62,596
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 437,927

Part A: Pupil premium strategy plan

Statement of intent

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 also 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
 - c) to make effective use of the Recovery premium funding

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.

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 11% higher for PP than non-PP, particularly SEND Status E.
4	There are 10% more 'Low Prior Attainment' PP students than non-PP and 12% 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.

Intended outcome	Success criteria
To continue implementation of interventions	Gap between PP and non-PP students as low as possible
To set up new monitoring system of PP spending using the Anspear <i>Tracking Pupil Premium</i> 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 and RAG'd
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 2022-2024 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. Full analysis of both internal assessments and public examinations.
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: £ 202,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Exceeding the FTE teacher :student beyond the requirements identified by ICFP modelling</i>	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 £197,376.79
<i>To renew and continue to embed the use of GCSEPod as a tool both in lesson and as a revision resource.</i>	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 £5398.21

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

Budgeted cost: £ 73,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide learning recovery support for disadvantaged students through use of the NTP (School Led tutoring by OGS staff)</i>	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.	1,4 £8400
<i>Online February half term, Easter and May half term study</i>	Subject specific and target-led intervention improves results and outcomes.	1,4 £24 sessions at £40 = 960

<i>sessions for KS4 students.</i>		
<i>Provide access to Satchel:One for homework and Seat Planner</i>	<p>EEF Teaching and Learning toolkit shows that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>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</p>	1,3,4 (already incorporated into wider strategies)
<p><i>Provision of careers advice and support.</i></p> <p><i>Membership to Unifrog for all PP students.</i></p>	<p>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.</p> <p>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.</p>	1 £23,616 £2995 (unifrog)
<i>Provision of materials for GCSE Art and English students, and all PP students studying DT, as well as off-site PE</i>	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 Art £484 Dt £546
<i>Future Frontiers business mentoring programme for PP students.</i>	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 £1900
<i>Recruitment of Kaisykes – ASD service to work alongside our</i>	The majority of our ASD students are also disadvantaged. Kaisykes are specialists in ASD provision and will	1 £5000

<i>SEND department to enhance provision for our autistic (disadvantaged) students</i>	work alongside our students to promote academic engagement.	
<i>Departmental resources / initiatives.</i>	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 £30,000

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

Budgeted cost: £ 161,251

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contribution to Attendance Support Services</i>	<p>PP students have a lower attendance rate than non-PP, so many of the students the Attendance Office supports are in this group.</p> <p>The Attendance Officer follows up all absences and works with the DSL, outside agencies and families to improve attendance.</p> <p>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.</p> <p>To improve progress and attainment, students must be attending school.</p>	1, 2 £33,411
<i>Contribution to Pastoral Support Services</i>	<p>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</p>	1,2 £111,701
<i>Provide access to Satchel:One for Timetable,</i>	Satchel:One means that students and parents can easily access the student timetable, rewards, attendance data	1,2,3,4 £7725

<i>Attendance, Behaviour and Detentions</i>	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	
<i>Funding for extra curricular activities, including Music lessons, school trips, prom etc.</i>	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 £90 trips £741 prom
<i>Funding of equipment, e.g. stationery, uniform, lockers</i>	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 Lockers £547 Stationary £374 Uniform £238
<i>Life skills company workshops to KS4/5</i>	Workshops help students to revise effectively which in turn helps boost exam results.	1 £2440
<i>Provision of funds for non-PP students in financial hardship</i>	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 £3000
<i>Support of students on dual roll with STARS</i>	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 £984

Total budgeted cost: £ 437,927

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, 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 was -0.91. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.5. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged students it was 52.6. For Progress 8, the national average score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15.

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 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged students has also grown since the start of the pandemic. The Progress 8 score for all students was -0.24, and the Attainment 8 score was 47.3. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged students had less impact than anticipated.

EBacc entry for disadvantaged students was 13%, which is 4% below that for all students.

Absence among disadvantaged students was 5% higher than their peers in 2021/22 and persistent absence 20% higher. Lateness to school was 2% higher for disadvantaged students than their peers. We recognise this gap is too large which is why raising the attendance of our disadvantaged students is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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.

Programme	Provider
The Scholars Programme	The Brilliant Club
Study Skills	Life Skills Company

Service pupil premium funding (optional)

*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)

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 part of the SW London Mental Health Cluster, which means that we have an Education Wellbeing Practitioner in school (1 day a week at present but we are hoping this increases) offering 1:1 guided self-help to manage low mood / anxiety. They also offer group sessions/workshops including 'managing anxiety' and 'managing exam stress', as well as delivering staff training. 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.