The Pupil Premium Grant

Introduced in 2011, the Pupil Premium is funding provided to publicly funded schools in England to support the education of disadvantaged pupils.

In 2017-18, schools received funding in respect the following groups of pupils:
- Disadvantaged children: for each child registered as eligible for free school meals (FSMs) at any point since May 2011 (referred to as Ever 6 FSM);
- Looked after children: a child looked after by a local authority, or who has left the care of a local authority in England or Wales because of adoption, a special guardianship order, or a child arrangements order (previously known as a residence order);
- Schools will also continue to receive the Pupil Premium for children of parents serving in the armed forces, to address the emotional and social well-being of these students.

Objectives in Spending the Pupil Premium Grant

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed force[1]

OBHS Objectives in Spending the Pupil Premium Grant

1. **Removing Core skills barriers-evidence?** *We have identified that one of the most significant barriers to our disadvantaged students' learning is the pre-existing (on entry) low levels of core skill competence and confidence. In order to ensure that all of our disadvantaged students are able to reach their potential, closing this gap between our disadvantaged students and their peers is a priority.*
2. **Improving the consistency of Quality First Teaching across the school.** *In line with evidence-based research,* (Improving the impact of teachers on pupil achievement in the UK-Education Endowment Fund report 2011) *it is clear that the quality of teaching has a significant impact on the attainment of our disadvantaged students. The OBHS approach (Quality First Teaching) prioritises an identification of the needs of the learner, and the planning and delivery of a curriculum that meets their needs.*
3. **Developing Learning Habits of Mind.** *Working closely with students, their parents, and staff, we have identified 5 Habits of Mind (The OBHS Habits) which are an integral ingredient of the culture and curriculum of the school. For our disadvantaged students to reach their potential, we are focusing on them developing the skills of Ambition, Collaboration, Creativity, Independence and Resilience. (https://educationendowmentfoundation.org.uk/ evidence-summaries/teaching-learning-toolkit)*

Summary of Pupil Premium Grant Spending Strategy at OBHS

The following approaches will be extended into **2019-20.** Further, and more specific, details regarding Quality First Teaching at OBHS (and the evidence base for these strategies) can be found at the end of this document.

- In 2019-20, we have employed a PPG Literacy coordinator. Having identified low literacy levels as a significant barrier to learning for a number of our Disadvantaged students, the PPG Literacy coordinator will be working alongside the SENDCo and English team to identify, implement and evaluate high quality Literacy intervention, and share good practice across the school.
- In addition to this, a number of our PPG students will also benefit from the strategies listed further below (Catch-Up Premium Grant) which target low levels of literacy and numeracy.
- The school operates a Disadvantage First policy meaning that our Pupil Premium students are considered first when teachers are planning and marking (seating plans, lesson resources, homeworks etc.) and when intervention groups are set up and mentors allocated.
- CPD time is allocated to sharing Quality First Teaching strategies which are effective in targeting the barriers to learning of our groups of students who are at risk of under-performing – Pupil Premium, SEND.

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[1] https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant

- Socially, supervised support will continue to be provided for potentially vulnerable students during break and lunch periods to increase those students' self-confidence.
- Student mentoring program. Mentors are provided for vulnerable students who lack confidence and are at risk of finding school overwhelming. Students in Year 9 and 10 are paired with identified students in Years 7 and 8 and meet with them once a week during form-time.
- In Year 11, subject specialist form tutors for English, Maths, Science and History ensure that all students can access intervention within the school day. The groups will be created and reviewed following key assessment points in the year.
- Extra-curricular small group, and one to one sessions will be timetabled for under-performing students to narrow their achievement gap: transport home from these sessions will be supported by the school to ensure students can attend.
- An individual mentoring programme will continue with identified students being allocated a staff mentor for further support.
- After-school intervention and revision classes will run for Year 11 students during the Spring and Summer Term. Where possible, transport home from these sessions will be supported by the school to ensure students can attend.
- Mental health and well-being workshops are put on throughout the year to support KS4 students and a lunchtime drop-in session timetabled to ensure that students had access to support beyond the academic support detailed above.
- Parent subject workshops and information evenings have proved successful in ensuring that all parents feel well-equipped to support their child and that they have access to high-quality subject-specialist advice.
- The provision of further resources such as revision books and material for students in Key Stage 4.

Pupil Premium - Outcomes to Date

In 2019, the percentage of Pupil Premium students made up 16% of the year group and their outcomes are as follows:

- Progress 8 = -0.96
- Attainment 8 = 34.31
- English and Maths, Standard pass 29%– Strong pass – 19%
- % of Students achieving the EBacc = 19.05%

There has been a continued emphasis on supporting students to ensure happy and safe students.

Year 7 Catch-up Premium Grant

Introduction to the Year 7 Catch-up Premium

"In 2018 to 2019 we have allocated funding to schools on the basis that they receive the same overall amount of year 7 catch-up premium funding they received in 2017 to 2018, adjusted to reflect the percentage change in the size of their year 7 cohort between the October 2017 and the October 2018 school censuses."[2]

The Year 7 literacy and numeracy catch-up premium grant is paid to schools under Section 14 of the Education Act 2002. The basis on which it is calculated is the number of Year 7 students recorded on the October school census and recorded in the key stage 2 assessment data as not having reached age-related expectations in reading or maths at KS2.

Objectives in Spending the Year 7 Catch-up Premium Grant

The objectives in spending the Year 7 Catch-up Premium Grant are:

- To raise literacy levels, in particular reading age, to above the floor standard
- To raise mathematics levels, in particular numeracy age, to above the floor standard

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[2] https://www.gov.uk/government/publications/year-7-literacy-and-numeracy-catch-up-premium-2018-to-2019/year-7-literacy-and-numeracy-catch-up-premium-2018-to-2019-conditions-of-grant

Summary of Spending Strategy

The following approaches will be extended into **2019-20:**

- Further progress in literacy skills development will be enhanced via the initial identification of need. Data is collected from KS2 SATs results and NGRT tests. Y7s on transition do an NGRT reading test (used to identify for intervention) provision map and progress tracking (by NGRT and Vernon spelling) on SharePoint assessed spring and summer term. CATs on SharePoint. Access Arrangements: for reading accuracy - WRAT 5, reading comprehension - WRAT 5, reading fluency - YARC, scribe - DASH and Vernon, extra time RAN/RAS, DASH, YARC. Informal (until Y10) and JCQ Approved for Y11 arrangements on SharePoint. WRIT 4 is used to assess for ability, when concerns over attainment, used on request from parent/teacher. The outcomes of any individual assessment is shared with staff by briefing notes, bulletin and email if request from them.
- **Year 7 and 8 Nurture groups in English:** These small groups offer an intervention programme in the form of *The Hackney Lit Programme* delivered by experienced subject specialists. The programme is designed to accelerate the progress of the lowest achieving students in Year 7 - those who do not meet age-related expectations at the end of Key Stage 2 using evidence-based strategies focused on improving thinking, reading, writing and oral communication skills. We work closely with Year 6 teachers in our feeder schools to identify students prior to the start of Year 7 to ensure that the intervention starts immediately in order to maximise impact.
- **Lexia**: This intervention programme used with students in Years 7 and 8 (predominantly) addresses word-level needs (spelling and comprehension) in students whose data identifies a literacy concern/ issue.
- **Whole School Literacy:** one form time/ week is dedicated to the whole school read. Students read and discuss using guided questions) a chosen text, such as 'Animal Farm'. This broadens their experience of Literature and for many offers a more challenging text which they would not have tackled on their own.
- **Let's Think in English:** KS3 students have a lesson/ fortnight dedicated to developing their verbal competence and confidence. "*Let's Think in English is based on 30 years' research at King's College London which shows that structured development of pupils' cognitive skills over two years raises their attainment by between 1 and 2 GCSE grades see Evidence of success. Previously called Cognitive Acceleration, it is one of only three programmes which have repeatedly been shown in international trials to have this effect.*" (https://www.letsthinkinenglish.org/about-lets-think-in-english/)
- **Reading Mentors:** Year 7 pupils who have been identified as under-performing in terms of their English (literacy and reading skills) attend a weekly form-time session with their allocated reading mentor. The mentors are Year 9 students.
- **Year 7 Nurture groups in Mathematics:** Students placed in the nurture group in Year 7 will undertake a curriculum specially designed to accelerate progress and close the gaps between them and their peers. The nurture curriculum undertaken includes the Numicon Intervention and Catch-Up programme, and a Maths mastery approach to re-visiting and re-teaching the gaps in students' mathematical knowledge and skills.
- **Numeracy Mentors:** Year 7 pupils who have been identified as under-performing in terms of their Numeracy attend a weekly form-time session with their allocated Numeracy mentor. The mentors are Year 9 students.
- **Additional curriculum time**: Our curriculum is designed to ensure that students who are most at risk of making the same progress as their peers in terms of their Literacy and/ or Numeracy skills undertake a curriculum which is designed to address their needs.
  - **Key Stage 3**: Smaller, literacy and numeracy nurture classes are timetabled for students in Year 7 and 8. In year 9, a small cohort of students will be identified each year to continue with an extended literacy provision in place of 2 (out of 4) MFL lessons.
  - **Key Stage 4**: A small number of students are identified to be part of a *Study Skills Group* in place of one of their qualifications (GCSE/ Technical Award). These sessions allow students to revisit learning, plan responses, be guided through the use of writing skills to develop good writing habits, etc.