



Pupil premium strategy statement: Broad Oak Sports College

Broad Oak Sports College is a comprehensive school with the number of students eligible for pupil premium funding much higher than the national average.

The data table below shows key outcomes for Pupil Premium and Non Pupil Premium student groups for the previous 3 academic years.

1. Summary information					
School	Broad Oak Sports College, Hazel Avenue, Bury, Lancashire				
Academic Year	2017/18	Total PP budget	£308,815	Date of most recent PP Review	February 2019
Total number of pupils	593	Number of pupils eligible for PP	313	Date of External PP Review	December 2018

2. Outcomes		
	<i>Pupils eligible for PP school</i>	<i>Pupils not eligible for PP school</i>
Progress 8 score average (from 2017/18) (National non PP in brackets)	-0.98 (0.13)	-0.39 (0.13)
Progress 8 score average (from 2016/17)	-1.49	-0.60
Progress 8 score average (from 2015/16)	-0.83	-0.58
Attainment 8 score average (from 2017/18) ((National non PP in brackets)	31.33 (50.3)	37.02 (50.3)
Attainment 8 score average (from 2016/17)	28.2	38.5
Attainment 8 score average (from 2015/16)	38.3	48



Absence Information	% sessions missed due to absence (School)	% sessions missed due to absence (National)	Persistent absentees – absent for 10% or more sessions (School)	Persistent absentees – absent for 10% or more sessions (National)
Pupil Premium	7.9%	7.8%	28.2%	23.5%
Non Pupil Premium	4.8%	4.4%	15.1%	9.3%

Exclusions information	Permanent Exclusions		Fixed Period Exclusions		Pupils with 1 or more fixed period exclusions		Pupils with 2 or more fixed period exclusions	
	School	National	School	National	School	National	School	National
Pupil Premium	2.1%	0.49%	36.23%	23.0%	14.97%	10.1%	7.49%	4.55%
Non Pupil Premium	1.19%	0.10%	19.76%	5.72%	8.30%	3.22%	5.14%	1.08%

No single intervention provides a complete solution to the wide range of educational issues that we face as a school, so we aim to offer an approach that provides the best opportunity for our students to succeed. These strategies include:

- Monitoring and tracking of student progress by class teachers, subject leaders, progress manager, SENCO and SLT
- Monitoring and tracking of student attendance by Attendance Officer, Pastoral Managers, Head of Upper and Lower School and SLT
- Monitoring and tracking of student engagement and attitudes to learning by Form tutors, Head of Upper and Lower School, Pastoral Managers, Progress Manager and SLT

This monitoring and tracking informs interventions and support that are put in place. In 2017/18, these included;

- Additional teacher in English and Maths to allow for smaller class sizes
- Year 11 Grade Up subject support (before and after school, all subject areas)
- Small group intervention (maths and English) using teacher and HLTA support



- Use of MathsWatch and PiXL Maths apps for students to support their own learning
- Curriculum adjustment for a small group of Year 9 students to support English and Maths development (HLTA led)
- Literacy and Numeracy support (HLTA)
- The Brilliant Club (Scholars Program)
- Tutor Trust mentoring program
- Coaching program
- Pastoral Support processes
- Nurture group provision
- Attendance support
- Use of IDL Cloud software (literacy / language acquisition)
- Use of Show My Homework
- Provision of daily Breakfast Club (free of charge to students)
- Engagement with PiXL including
 - Use of PiXL subject apps
 - Use of PiXL national assessment strategies and progress data
- Aspire to Achieve curriculum slot (Yr7 and 8)
- Careers Information, Advice and Guidance activities including;
 - Careers fair
 - One to one careers guidance
 - University visits
 - Support with college application process
- Professional development activities to further improve the quality of teaching and learning in school
- Support with provision of resources (e.g. revision materials, food tech ingredients)

In 2017/18, the school experienced a period of change, which included a change in the structure of the Senior Leadership Team with the appointment of a new Headteacher. Additionally, the school was inspected by OFSTED and was placed into Special Measures and is now subject to an Academy Order. An external review of Pupil Premium expenditure was recommended by OFSTED and this was conducted in December 2018.

Key findings from the external review (full report available separately) were:

- Outcomes for all, including Pupil Premium students, improved in 2017/18 but attainment and progress gaps remain.
- Reading age for Pupil Premium students improved on average by 23 months compared to Non Pupil Premium students (19 months)
- Absence and persistent absence of PP students was generally in line with that of PP students nationally, but it was higher than that of Non PP students, particularly in relation to Persistent Absence.



- Student voice suggests that students feel well supported and that they are seeing improvements in the quality of teaching and learning they experience. They feel that DIRT tasks, extension tasks and good questioning in lessons help them to make progress. They feel that there is increased level of challenge in the work that is being set for them and that they are being provided with more opportunities to develop their independence and support each other in lessons. However, they did also comment that there is still quite a wide variation in the frequency and type of homework that they receive. Students also expressed that they would like a wider subject offer at Key Stage 4, including more choice of relevant vocational subjects.
- Observed practice indicated that teaching and learning activities were improving and that there is increasing consistency in relation to strong starts to lessons, appropriate activities for students relative to their learning/progress and the quality of feedback that is being given to students to support them. There is still work to be done in all aspects of teaching and learning, but particularly in relation to planning, pace and level of challenge.
- **“Students were universal in their pride to belong to Broad Oak’s community.”**
- Students were keen to highlight how behaviour has improved and explained that this was due to the impact of the P-Point system for managing behaviour and the 4 key expectations of students in school.
- Relationships between students and staff are good.
- Students acknowledged that the school was working to improve punctuality.
- Staff know the students well and in particular, the progress team have a detailed understanding of the wider needs / circumstances of students which helps them to support students well.

Subsequently, a number of other external reviews have taken place to support the school in ensuring that the provision we offer is the best that it can be to ensure our students do get every opportunity to succeed. These external reviews have included;

- Curriculum review
- Attendance review
- Safeguarding review

As a result of these reviews, the pupil premium plan for 2018/19 is being re-written, to account for the changes and adjustments to practice recommended in the reports and through direction from the school’s Interim Executive Board.

Identified barriers to student progress include:

- Literacy skills
- Numeracy skills
- Progress of Higher ability students is much slower than other groups
- Attitude and behaviour for learning for some students prevents them from accessing and engaging with learning.
- Attendance and Punctuality of some students.
- Parental engagement / involvement / aspirations
- Student aspirations and expectations of self
- Quality of teaching and learning across curriculum and year groups



- Effectiveness of homework
- Quality and frequency of feedback to students about their learning.

Proposed expenditure items will include:

- Attendance Officer
- Progress Manager
- Pastoral Managers
- Proportions of key SLT role
 - DHT (Curriculum development) – development of vocational routes in curriculum, construction of timetable that supports the aims of the school
 - AHT (Teaching, Learning and Assessment) – development of high quality teaching and learning across all subjects and year groups, focus on quality feedback to drive student progress
 - AHT (Attendance) – monitoring and supporting the actions of the Attendance officer, leading attendance board to recognise improvements in individual attendance and to set targets for at risk students
 - AHT (Behaviour and rewards, coaching) – implementation of Steps to Success approach to rewards, monitoring to P Point system, tracking and management of students through behaviour ladder including APDR approach to behaviour support.
- Breakfast Club
- GCSE POD resource
- PiXL Unlock resource
- IDL Cloud (literacy support resource)
- Show My Homework platform
- PiXL subscription
- Nurture Group Provision
- Access to Scholars Program (The Brilliant Club)
- Engagement with Manchester Higher and NCOP opportunities
- CEIAG activities including the work of CEIAG coordinator.
- CPD for staff (teaching and support) to continue rapid improvements in the quality of teaching and learning.
- Whole school reading scheme to support focus on improving literacy to impact upon progress for all, with dedicated curriculum time at KS3 allocated to support engagement and progress with reading.
- Transition project (SSIF) with Head of Lower School working with feeder primary schools to enhance the transition from KS2-3
- Strategies to support improved parental engagement, including additional curriculum evenings for Year 11, 10 and 9.