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	2018/19	**Total PP budget**	£294,490	**Date of most recent PP Review**	February 2019
Total number of pupils	599	**Number of pupils eligible for PP**	309	**Date of External PP Review**	27th November 2018

2. Outcomes		
	Pupils eligible for PP school	*Pupils not eligible for PP school*
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 (2017/18)	% 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 (2017/18)	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%

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 on 27th November 2018, with the final report received on 17th January 2019.

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 is 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 has 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.

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. **Costings are pending confirmation – plan will be reshared when the costings are added**

In 2018/19, these include;

Expenditure item	Cost	Intended actions	Expected impact
• Attendance Officer • Attendance support		Daily monitoring of attendance of all students with prioritisation of students at risk of poor attendance and vulnerable students. First day contact. Parent meetings Attendance board (target setting for students with attendance concerns, praise for students with improvements). Individual student attendance records to be regularly updated and shared with students. Monitoring of attendance information of groups and sub groups to identify patterns of attendance to support early intervention. Engagement with EWO (Service Level Agreement in place) to support high need cases in relation to poor attendance. Daily 'lates' sign in process and allocation of agreed sanctions for lateness to school.	Attendance of Pupil Premium Students improves to close gap with Non Pupil Premium students within school and compared to national. School PP 2017/18 – 7.9% absence National PP 2017/18 – 7.8% absence School NPP 2017/18 – 4.8% absence National NPP 2017/18 – 4.4% absence Within school gap – 3.1% Update: At 4/2/19 PP Absence for 2018/19 – 6.47% NPP Absence for 2018/19 – 4.04% Within school gap – 2.43%
• Progress Manager		Engagement with parents of students identified as underperforming in Year 11. Engagement in coaching of underperforming students in Year 11.	Contribute to improved levels of engagement within curriculum time by key students, through triangulation of support between home, school and student.

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		Engagement and coaching for identified students in Year 10, included parental engagement. Support for Year 10 and 11 curriculum evenings. Supporting attendance and engagement of Year 11 students for mock and terminal examinations, including home visits. Coordination of Grade Up timetable and monitoring of attendance / student engagement. Support for key students (pastoral APDR process) Counselling to support SEMH needs of identified students. Supporting attendance and punctuality processes/	Contribute to improved levels of progress for students as a result of engagement with additional extra curricular subject support. Contribute to improved attendance and punctuality for individuals and groups of students as a result of targeted support to address emerging needs (pastoral / SEMH / Attendance / Punctuality)
• Pastoral Managers • Pastoral Support processes including staffing of internal planned 'remove' room.		Provide bespoke support through school behaviour management processes (including APDR cycles) to address the pastoral and behavioural needs of individuals and groups of students. Monitoring behaviour logs to identify patterns for individuals / groups of students in order to inform appropriate interventions and actions to remove specific barriers to engagement and reduce exclusions.	Contribute to improved engagement in curriculum time to support improvements in academic progress. Contribute to ensuring that students are able to access appropriate support to address existing or emerging pastoral needs that may present barriers to academic progress. Reduction in exclusions (Fixed term and Permanent Exclusion) Update 4/2/19 Whole school fixed term exclusions Sept 2017 – Feb 2018 -> 70 sessions Sept 2018 – Feb 2019 -> 21 sessions Use of planned internal removal, increased targeted use of alternative provision on bespoke pathway, using Spring Lane School, increased engagement with parents to support improvements in behaviour.
• Proportions of key SLT role o DHT (Curriculum development) – development of vocational routes in curriculum,		Develop a curriculum model which • supports students in securing good academic progress, providing a range of routes (including enhanced vocational provision in response to student voice) that support progress to the	Improved outcomes to student and parent voice activities in relation to: • Curriculum provision • Quality of teaching and learning • Quality and impact of feedback/marking

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,		appropriate level of sustained education / employment / training at Post 16. • Provides appropriate breadth and academic rigour at KS3 to support strong progress to end of KS4 • Meets the needs of students, according to aspiration, ability and need. Support middle leaders in the development of strong curriculum plans that build in high expectations and plan for progression across KS3 and KS4 for all students. Monitor, quality assure all aspects of teaching, learning, assessment and feedback (including homework) and broker/implement bespoke targeted CPD to secure; • Improved progress across all cohorts and subject areas and a reduction in 'within school' variation between subjects and PP/NPP students. • Consistently effective teaching across all subjects and cohorts Implement actions to positively impact upon attendance and punctuality, directing and monitoring the work of the Attendance Officer and elements of the roles of the Pastoral Managers. Develop and implement school wide systems to: • Identify and address patterns in behaviour, particularly low level disruption that impacts upon the learning of students (P-Points) • Identify and address patterns in student engagement with learning, particularly to identify 'coasting' learners at risk of underachievement and to reward students whose engagement is consistently excellent (Steps to Success)	• Quality/impact of homework activities • General levels of satisfaction with school life Improvement in the proportion of lessons identified as demonstrating good practice / clear strength as part of overall quality assurance processes. Curriculum plans clearly show progression from Year 7 to 11, with clear stepping stones to GCSE. Curriculum plans communicated via school website. Curriculum plans reviewed and refined for 2019/20 based upon work and quality assurance in 2018/19. Improvement in the overall attendance of students, reduction in Persistent Absence, reduction of 'in school' gap between PP and NPP attendance, reduction of gap between school PP and national NPP attendance/absence figures. Reduction in overall % of FTEx and PEx (whole school and PP specifically) Improvement in % remaining in sustained Education / Employment / Training (overall and PP specifically)

monitoring to P Point system, tracking and management of students through behaviour ladder including APDR approach to behaviour support.		• Reduce the need for fixed term and/or permanent exclusion through collaborative work with staff and parents, to identify appropriate alternative provision in the short / medium term.	
• Breakfast Club		Provide access to breakfast and encourage attendance through earlier opening of the school building for individual students.	Students have a positive start to the day, improved punctuality for students attending breakfast provision. Positive impact on wellbeing.
• GCSE POD resource		Provide access to additional home learning resources for students in Years 10 and 11, to improve engagement with curriculum content, support revision and support improvements in academic outcomes.	Improved engagement with out of school learning and revision. Improved academic outcomes for students, subjects and whole school.
• PiXL Unlock resource		Roll out via faculty areas (dependent upon release of materials) to embed subject specific vocabulary to support improvements in literacy across the curriculum and academic outcomes.	Improved subject specific literacy to impact on individual student and subject outcomes.
• IDL Cloud (literacy support resource)		Targeted intervention to support specific students and groups of students, including those with EAL, to develop their language acquisition and basic literacy schools.	Improved literacy and ability to access subject content as a result.
• Show My Homework platform		All homework activities shared via SMHW platform. Staff grade submission status and outcome of homework to support student and parent engagement / tracking of progress.	Improved engagement with out of school learning and revision. Improved academic outcomes for students, subjects and whole school.
• Nurture Group Provision		Bespoke timetables for students at risk of exclusion / challenges with behaviour / SEMH / school refusal. Student centred mentoring.	Reduction in overall % of FTEx and PEx (whole school and PP specifically). Improved engagement and behaviour outcomes for individuals and groups.

• CEIAG activities including the work of CEIAG coordinator.		Access to Scholars Program (The Brilliant Club) Engagement with Manchester Higher and NCOP opportunities Tutor Trust mentoring program (English, Maths and Science) Careers fair One to one careers guidance University visits Support with college application process Careers provision within PSHE/Careers taught curriculum.	Raised aspirations and understanding of opportunities available to students Post 16. Improvement in % remaining in sustained Education / Employment / Training (overall and PP specifically)
• CPD for staff (teaching and support) to continue rapid improvements in the quality of teaching and learning (including PiXL and IRIS)		• All staff to make use of IRIS facility to reflect on their teaching practice and address personal improvement targets relating to teaching/learning/assessment. • Attendance at PiXL conferences (AHT, Core and EBacc subject leads) to gather best practice evidence from national provision to bring into school. • Use of PiXL resources (subject and whole school strategies) to support teaching and learning in the classroom and wider out of hours learning for students. • Bespoke coaching/mentoring programme for all teaching staff, based upon outcomes of faculty and whole school quality assurance processes • Middle Leaders improvement programme.	Improvement in the proportion of lessons identified as demonstrating good practice / clear strength as part of overall quality assurance processes.
• Transition project (SSIF) with Head of Lower School working with feeder primary schools to enhance the transition from KS2-3		Planned visits and joint working between school and main feeder primary schools to include: • HOY7 visits to see Year 6 lessons in context • Yr6 teacher visits to school • Planned work to support pre-learning of skills/knowledge post SATS and prior to start of Year 7	Improvement in the quality of information collected on transition to ensure smooth start for students on arrival in Year 7. Clear understanding of the standards achieved by students by end of Yr6 to raise expectations in relation to teaching and learning. Student voice will indicate no lost learning time / no dip in expectations.

		• Planned deployment of Broad Oak subject specialists in HT6 (post SATs/GCSE) to support delivery of pre-learning areas and to build positive relationships with students. • Transition visits to gather information and examples of student work that can be shared with teaching staff to inform planning of teaching and learning (HOY7, PM, SEN team)	(Separate Partnership Plan outlining intended actions and impacts is available in school)
• Strategies to support improved parental engagement		Implement specific curriculum evenings to engage parents in supporting their child's learning. • Year 10 curriculum evening • Year 11 Preparation for exams evening • Year 11 Coaching evening • Year 9 Options evening • Year 10 preparation for Yr11 (Summer 2019) Improved focus on parental attendance at Parents' Evenings • Parental texts • Follow up phone calls (pre-event) • Follow up phone calls (post event) • Home visits to support individual families with access Direct contact from teaching staff, form tutors, Heads of Year and Pastoral team (including Attendance and Progress managers).	Improved attendance at year group parents evenings and additional events. Increased parental support in addressing barriers to learning for individual students. Use of parental feedback to adjust and improve the work of the school.
• Year 11 Grade Up subject support (before and after school, all subject areas)		Prioritise pupil premium student attendance at pre-school and after school subject grade up sessions. Monitor attendance at sessions. Subject staff follow up, supported by Progress Manager. Targeted, bespoke approach to filling gaps in knowledge / skills / understanding based upon data from mock exam and internal assessments.	Improved engagement with out of school learning and revision. Improved academic outcomes for students, subjects and whole school.

• Small group intervention (maths and English) using teacher and HLTA support		Prioritise pupil premium students. Targeting students at risk of underachievement, using subject assessment data to precisely address gaps in learning.	Contribution to improved progress for individual students, groups and subject level for English and maths.
• Use of MathsWatch and PiXL Maths apps for students to support their own learning		Maths staff to strategically deploy the MathsWatch resources and PiXL maths app to support student learning through revision, targeted use for DIRT activities and specific intervention time.	Improved engagement with out of school learning and revision, specifically to improve Maths outcomes. Improved academic outcomes for students, subjects and whole school.
• Curriculum adjustment for a small group of Year 10 students to support English and Maths development (HLTA led)		Reduction in total range of KS4 options to support additional curriculum time to be allocated to the delivery of literacy strategies and numeracy work, to underpin progress across the curriculum.	Improved rates of progress in English and Maths as a result of specific gaps in learning being address. Contribution to improved progress across curriculum.

• Support with provision of resources		At point of need, providing specific resources for individual students including;
		    • Food tech materials
		    • Revision materials
		    • Specific uniform items
		    • Trips and visits.
			No student disadvantaged in relation to curriculum / school access as a result of hardship / personal circumstances.