

Pupil premium strategy review – Broad Oak Sports College

2018-2019

Year 11 School leavers results	Pupil Premium figures SPI	None PP SPI	National None PP
Overall	-0.88	-0.89	<i>Not yet released</i>
HAP (High ability pupils)	-1.42	-1.22	
MAP (Middle ability pupils)	-0.67	-0.7	
LAP (Low ability pupils)	-0.85	-0.66	
SEN (support and EHCP)	-1.34	-0.54	
EAL (English as an additional language)	-0.3	-0.1	

Key points summary
<ul style="list-style-type: none"> • Streamline use of systems needed
<ul style="list-style-type: none"> • Pupil premium plan needs to focus on specific research-based initiatives
<ul style="list-style-type: none"> • All students have a negative progress
<ul style="list-style-type: none"> • HAP and SEN learners have a particular lack of progress
<ul style="list-style-type: none"> • Reading age scores need to be measured with focused intervention planned
<ul style="list-style-type: none"> • CPD should be a specific focus to support staff in their delivery of quality first teaching and behaviour management

Positive actions from 2018-19 PP plan	Lessons learnt
Student voice has been actioned and vocational courses have been offered including Performing Arts	Curriculum to be continually refined, specifically for current year 9 ensuring they have access to appropriate P8 compliant courses. Development of pupil choice and whole school intention to provide a wider curriculum offer through becoming a City and Guilds delivery centre, use of Oak Learning Partnership facilities and Bury College where appropriate.
Cultural developments	SDP has specific actions relating to the school community and how school can support students learning at home and in the wider community
Data systems in place to ensure staff can identify PP and Non-PP under achievers	Ongoing practice which is to be refined. Staff CPD planned to ensure effective data entry. This includes celebrating progress with students during assemblies.
Attendance and behaviour systems developed	This includes celebrating successes with students regarding attendance in assemblies.
Introduction of the reading project	This will be referenced in 2019-20 strategy. Started in September 2019
Staffing	Staffing has been restructured and job roles have been specified to streamline the effectiveness of the Academy staff and to ensure improved pupil outcomes

Points to consider from the 2018-19 PP plan	Lessons learnt
Although there are detailed actions relevant to making improvements in PP progress there are many without real direction and focus	Pupil Premium Strategy 2019-2020 will have specific focus on a small number of specific and focused ideas which are data and research driven.
Class sizes are still quite large	It may not be possible or realistic to change these. The groups and sets should be looked at to ensure a suitable amount of challenge and differentiation is provided for students as opposed to making classes smaller and the school will engage with the MITA (Maximising the Impact of Teaching Assistants) programme to ensure classroom support is used more effectively to support learning.
Year 11 grade up support	RSP plans to meet match up English and Maths as part of the assessment review cycle. Grade ups should be identified within the assessment review and actions made according to the report.
Mathswatch and Pixl Maths usage	Pixl Maths was not used and therefore the membership will not be renewed. Focused use of specific programs are to be advised with strategy.

Curriculum adjustment for extra English and Maths	This needs to be reviewed on an individual basis. This has not made any impact and has, in some cases, put some pupils at a disadvantage re: P8.
Literacy and Numeracy support HLTA	Ongoing within new report. It is difficult to evidence impact as the data continues to be low. Support will be refined and focused with data driven and according to student needs. Reading ages are inconsistent, and it is unclear how these have been measured and what targeted interventions have been used. Consideration will be given to appointing a specialist reading programme supported by a specialist L3 TA.
The Brilliant Club	Students continue to attend and are engaged, however there is a continued concern regarding high ability students and their progress.
Tutor Trust Mentor Club	There is no evidence of the impact of this initiative
GCSE Pod	This was not used and the contract has been cancelled. This expires in February. It will be used by KS4 for mock exams and review its effectiveness for September 2020
CPD	Focused CPD is still required for specific areas of progress including SIMs and data analysis, SISRA, challenge, planning and teaching SEN and planning for progress
Attendance officer and attendance support	There is still a significant gap between PP absentees and national non PP absentees. An effective strategy will be reviewed and added to the 2019-20 PP plan.
Remove room and staffing	This does not avoid repeated behaviours and the same pupils are being removed from the same lessons. Restorative practice CPD is required and de-escalation techniques necessary for staff to take ownership of these behaviours. Restorative teaching for students needed.
Breakfast club	Toast is supplied for early arrivers, but this is not linked with progress and interventions. Impact is difficult to quantify.
IDL Cloud (literacy support resource)	Has this been used? How effective has it been?
Show my homework	T&L program to roll out whole school within the homework policy. Continuation to use this and focus its effectiveness
Nurture group provision	Review of this provision showed it was not used effectively with a data driven and student focused drive. Students were removed and put into the nurture group without any official rationale. This is to be reviewed for the 2019-20 PP plan.
CEIAG	Continued work to be developed with direct focus on pupil choice of careers, links with curriculum and destinations
Transition project	Applications for the Academy were over-subscribed. Some successes have been made with the transition projects, however it is recognised that this needs further development with visits to feeder primary schools by students of the Academy to improve the reputation and local community opinion and raise aspiration of

	students wanting to apply to Hazel Wood. There is an intention to develop an innovative year 7 provision to decrease the drop of literacy and numeracy levels from primary to secondary settings. Further information to be found in the 2019-2020 Pupil premium plan
Strategies to improve parental engagement	Focused parent's evenings with good attendance. This was not measured. Plans for developed use of the website as a central portal for parental information. Plans for communication logs use on SIMs. Regular opportunities for parents to engage with policy and attend parent forums and visit school regularly to view pupil learning.