Pupil Premium strategy statement: Oxford Spires Academy
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EVERY STUDENT, EVERY LESSON, ALL THE TIME
"I see challenge as a temporary barrier, preparing me for something bigger!" Timmy, year 11, SMA

Detail	Data
School name	Oxford Spires
Number of pupils in school	1350 (Sept 2024)
Proportion (%) of Pupil Premium-eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(three-year plans are recommended)**	2023 - 2026
Date this statement was published	September 2023, reviewed September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	*Louise Cowley*
Pupil Premium lead	Maurice Dixon

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£319,200
Recovery Premium funding allocation this academic year	£0
Total budget for this academic year	£319,200

Current Attainment 2024	PP 2024	Non-PP 2024	PP nat ave (2023)
Progress 8 score (ave)	+0.31	+0.61	-0.57
Attainment 8 score (ave)	39.8	51.82	35
Achieving EBACC	18.5%	36.8%	12%
Achieving 5+ English & Maths	35.2%	58%	25.8%

We have thoroughly reviewed outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Reflection on 2023-24 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcomes	Impact
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with an initial focus on core subjects.	Significant impact as demonstrated in headline 2024 results. See summary above.
Improved reading and comprehension among disadvantaged students.	**On average PP students increased their reading age across the year 2023-24 by 14 months (across a 9 month assessment window is a additional +5 months)** • PP students represented 23% of our red readers (over a year behind). PP students offered Breakfast club to encourage attendance. Attendance of interventions by PP students is 72%. Percentage of 100 % attendance is 50%. • Significant improvement from Cycle 1 to 2 in PP students. Identified cause as not taking the exam seriously the first time. New exam protocol introduced, improved data set • All Year 7 students offered weekly library lessons. Library use of PP students is equal to non-PP • PP students targeted for activities such as writer talks. • 6 week writer workshop made up of 100% PP
Improved self-regulation of disadvantaged students.	Over focus on restorative practice has led to a significant reduction in days lost to learning due to internal and external suspensions.
Achieve and sustain improved attendance for all students, particularly disadvantaged students.	Focus four interventions has prioritised PP students and seen improvement. As a cohort PP continue to have lower attendance than non-PP, his needs continued attention.
All disadvantaged students will participate in at least one enrichment opportunity per term throughout the academic year.	• All students, including PP have engaged in 9 different enrichment societies throughout the academic year. • All students, including PP have engaged in one full week of enrichment including a school trip, and a wider variety of opportunities beyond the academic curriculum. • PP students have been prioritised for trips and opportunities across the academic calendar.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge
1. Disadvantaged students underachieve in GCSE subjects compared to non-disadvantaged. On average they performed one grade lower than non-disadvantaged peers, especially in English and maths, in 2023.

2.	Assessment of reading age data along with observations and discussions of KS3 and KS4 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers in 2023.
3.	Attendance data over the last 2 academic years indicates that attendance amongst disadvantaged pupils is on average 7% lower than for non-disadvantaged pupils. Further to that, in the same period in the 2022-23 academic year, persistent absenteeism in pupil premium students accounts for 42% of the group compared to 25.7% for non-pupil premium students.
4.	Behaviour data and observations of many disadvantaged students show they lack self-regulation strategies leading to more negative behaviour points.
5.	Our disadvantaged students do not access as many enrichment opportunities that help them to develop their cultural capital and have high aspirations for their future.

Intended outcomes & *how we will measure success*

Intended outcome	Success criteria
Improved Attainment in Core Subjects: Aim to reduce the attainment gap in English and Math by increasing the percentage of disadvantaged students achieving Grade 5+.	*Success*: Attainment 8 and Progress 8 scores will show marked improvement, narrowing the gap by 0.2 annually.
Enhanced Reading and Comprehension: Focus on raising reading ages to match students' chronological age, reducing gaps by 30%.	*Success*: Reading ages will improve by 30% among students who are two years or more behind.
Increased Attendance Rates: Reduce absenteeism rates, with an aim to raise attendance levels for disadvantaged students to match the national average.	*Success*: Persistent absenteeism will be reduced from 42% to 30%.
Improved Self-Regulation: Implement restorative practices to reduce behavior incidents and external suspensions by 20%.	*Success*: Suspension rates will be reduced, and behavior incidents will decline over the academic year.
Expanded Access to Enrichment: Ensure that all disadvantaged students participate in at least one enrichment opportunity per term	*Success*: 100% of PP students will participate in enrichment activities, including university visits and cultural trips.

Teaching Budgeted cost: £263,000 (2024-2025)

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective	Implementation review
Recruitment of strategic staff to support – HLTAs in core subjects, behaviour support manager, home-school link worker and year team support workers.	HT	Improved attendance data, decrease in negative behaviour and increase in P8 for PP students. Higher engagement in class with improved student voice.	Termly – DHT to review assessment data
Homework club run by HLTAs and librarian with personal invites to PP.	LKA	Improved outcomes Improved attendance	Review termly at student panel.
Continued investment in quality CPD for all staff based on whole-school priorities with a focus on **Enhance Literacy Across All Subjects**: Implement focused vocabulary instruction and reading comprehension activities across the curriculum, targeting KS3 and KS4 pupils.	RCL	Improved quality of education, students engaged in learning, improved attendance	Reviewed during each cycle.

Targeted academic support budgeted cost: £4,500

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective	Implementation review
KS4 Interventions: Provide bespoke interventions for GCSE students to close learning gaps in core subjects, prioritizing small group tutoring.	ZHU	2023/24 data evidence significant impact on attainment for PP students.	After each mock cycle
Reading Champions: Continue funding for TLR holders focused on raising literacy standards among disadvantaged students and leading the Anthem reading strategy.	LKA	NGRT data and improved reading ages of pupils	After each NGRT meeting
Tiered reading programme In tutor time; small groups with HLTA and 1:1 phonics.	SENCO	Improvement in reading age for target students.	Termly review of reading age data at student panel.
Year 6-7 summer school PP students.	ABO	Increased attendance in year 7 of PP students. Positive student voice from PP students who attend.	ABO review with HBE inclusion at October.

Wider strategies budgeted cost: £56,200 (2024-25)

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective	Implementation review
Breakfast club	CMA	Key students attend and reduce number of behaviour points.	Termly at student panel.
Provide an extensive programme of enrichment, educational and extra-curricular opportunities for students to learn outside of school and across departments. Introduction of tracking of extra-curricular clubs to ensure disadvantaged students participate.	LKA	Increased number of clubs at the school. A tracking system is produced to monitor attendance of clubs. Everyone attends at least one club.	AHT – inclusion termly at the student panel.
Use of alternative provisions to support students with clear monitoring of provision.	HBE	All students on the school register are engaged with education. Regular monitoring of provision by BSM.	Weekly at student panel.
Hardship fund available to support individuals and families to feel confident and supported when help is needed (e.g. transport, food, clothing, equipment, experiences).	MDI	PP students have uniform, food, can access trips, etc in line with their non-PP peers.	Ongoing.
Deploy a team of inclusion practitioners to support students with their mental health using both proactive and reactive approaches.	CMA	Better support for most vulnerable students with SEMH, improved attendance, decreasing number of behaviour incidents	Weekly at student panel.
Attendance Officer and Family Liaison Support: Focus on working closely with hard-to-reach families to improve attendance and engagement.	SBA	Improving PP attendance	Ongoing

Total budgeted cost: £319 200

EVIDENCE SOURCE

NFER – Deploying staff effectively

NFER – High quality teaching for all

EEF – Teaching and Learning toolkit

EEF- Teacher feedback to improve learning

EEF – Teaching and Learning toolkit

EEF – Metacognition & Self-regulated learning

EEF – Covid Catch up

EEF – improving literacy in secondary schools

EEF – Improving behaviour in schools

EFF – SEND in mainstream schools

EEF – Improving mathematics in KS2 & 3

NFER- Meeting individual learning needs

EEF – Effective Professional Development

EEF – Using digital technology to improve learning

EEF – Effective Professional Development

EEF – Putting evidence into work

EEF – Pupil Premium guide

Sutton Trust 'Engaging Parents Effectively'

NFER- Addressing behaviour and attendance

NFER – Clear responsive leadership