

Okehampton College

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Okehampton College
Number of pupils in school	1424 (1241 in Y7-11)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2019/20 – 2021/22
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Craig Griffiths, Associate Principal
Pupil premium lead	Tracey Nethercott, Associate Vice Principal
Governor / Trustee lead	Marilyn Livingstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 230155 (deprivation PP)
Recovery premium funding allocation this academic year	£ 35 670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 265 825

Part A: Pupil premium strategy plan

Statement of intent

At Okehampton College, we aim to undermine the known, damaging long-term effects of socio-economic disadvantage, profoundly believing that the background of the students we serve should have no bearing on their achievement, or on their abilities to create opportunities for themselves equitable with those that children from more advantaged backgrounds are able to create.

We aim to ensure that all our students leave us as highly qualified, personable, and articulate young people ready to lead happy and enriching adult lives. We concern ourselves with the development of our students' character as well as their competence, promoting our 'CORE' values of Community, Opportunity, Respect and Equity. We believe that excellence cannot be reached without equity, success for every child, and thus promote a consistent and collegiate focus on the provision of an equitable distribution of high educational outcomes across all our students, irrespective of socio-economic or familial circumstance — because this is how we can help create social justice, community cohesion and fairness of opportunity for all.

The [Education Endowment Foundation](#) outlines key principles for [Pupil Premium](#) spending, including the importance of an evidence-informed approach to such. This is reinforced by the seven 'building blocks' of effective support for disadvantaged students identified by the [National Foundation for Educational Research](#). Whilst it is acknowledged that the attainment gap between disadvantaged children and their peers 'is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators' (EEF), at Okehampton College we nonetheless charge ourselves with eradicating this gap. To this end, our strategic approach to the assurance of equity for the disadvantaged students we serve (and thus how we spend HM Government's Pupil Premium grant) is a tiered one founded upon research evidence from a range of studies (as outlined in our summary '[Excellence with Equity: Improving the Achievement of Disadvantaged Students at Okehampton College](#))

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and transmitted through Leadership that fosters an ethos of 'attainment for all' through evidence-informed approaches, plans and actions, teachers and leaders, focusing on:

- Teaching (and professional learning)
- Targeted academic support

...for the multiple disadvantaged with enhanced risk

...for the more able disadvantaged

- Wider Strategies (supporting readiness to learn)

...to improve attendance

...to improve behaviour for learning

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historical underachievement of disadvantaged students at Okehampton College Evidenced, for example, through the gap in P8 and A8 measures at GCSE.
2	Learning deficit compounded by learning loss and inequitable digital access Our own surveys and data collection highlighted the issue of lack of digital access during the first lockdown and period of remote learning, while assessments upon students' return indicated a gap in test scores between disadvantaged students and others.
3	Attendance Pre-pandemic attendance figures for Okehampton College indicated that disadvantaged students had lower rates of attendance than other students at Okehampton College and lower than national. These lower rates of attendance were strongly linked with underachievement in disadvantaged students, with data to evidence those disadvantaged students with good attendance achieving as well as, if not better than, their non-disadvantaged peers.
4	Relationships and behaviour Higher incidence of disadvantaged students receiving Fixed Term Exclusions or being removed from lessons due to their behaviour.
5	Inequity in access to digital technology As referenced above, the results from parental surveys showed that disadvantaged students were less likely to have access to suitable technology required for full engagement with remote learning during lockdowns and partial school closures. As such technology is also routinely used in home learning even when face to face teaching is taking place as normal, disadvantaged students are facing inequity in their ability to engage with the full curriculum.
6	Inequity in access to wider enrichment The uptake of enrichment activities by disadvantaged students at Okehampton College is not currently proportionate to the number of students. We wish to encourage greater participation of disadvantaged students due to the associated wider benefits such as increased well-being, improved attendance and more positive attitudes to school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress amongst disadvantaged students	<p>By the end of our current plan, in August 2022, the progress made by disadvantaged students as measured by the Progress 8 score (P8) is securely established to be significantly better than the progress made by disadvantaged students across Devon (-0.68 in 2019) and nationally (-0.45 in 2019), and is high in the first quintile Q1 in our family of similar schools:</p> <ul style="list-style-type: none"> • EEF₂₀₁₉ = -0.54 and Q1 = -0.30 • DfE₂₀₁₉ = -0.28 and Q1 = +0.10 • FFT₂₀₁₉ = -0.61 and Q1 = -0.31
Equity in progress between disadvantaged students and their non-disadvantaged peers	<p>By August 2022, there is an observably strong equity in the distribution of high P8 scores across disadvantaged students, as evidenced by a variance narrower than that evident in P8 scores for Devon, national and our family of similar schools. The gap between P8 scores for disadvantaged and other students is narrower than the gap evident between P8 scores for disadvantaged and other students in Devon, nationally and our family of similar schools.</p> <p>There are no significant, observable inequities in progression through the curriculum over time across year groups, as evidenced by formal termly assessment tests.</p>
Improved standards of attainment for disadvantaged students	<p>By August 2022, the standards of attainment reached by disadvantaged students as measured by the Attainment 8 score, by the percentage of students achieving at least grade 5 in English and mathematics, and by the Average Point Score in Ebacc subjects, is securely above the standards reached across Devon, nationally and in our family of similar schools.</p>
Equity in attainment between disadvantaged students and their non-disadvantaged peers	<p>By August 2022, the gap between the standards of attainment reached by disadvantaged and other students is narrower than the gap evident in Devon, nationally and our family of similar schools. There is a narrower variation in standards of attainment reached by disadvantaged and other students evident across and within subjects. Ebacc entries are higher than in Devon, nationally and in our family of similar schools.</p>
Improved attendance of disadvantaged students	<p>By July 2022, the attendance of disadvantaged students improves significantly, to a robust and secure level above that evident in Devon and nationally.</p>

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Relationships and behaviour for learning	By July 2022, relationships are strong and lessons are disruption free. Standards of behaviour are high, resulting in a significant and secure reduction in the time out of lessons, i.e., reduced FTEs and 'Time Out' referrals. Alternative Pastoral Support provision and curriculum is in place to compensate for regional lack of such resources.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1</p> <p>Leadership for learning and the development of teacher expertise</p> <p>Develop teaching quality and expertise. Appraisal is developmental, with all staff working to personal professional learning plans.</p> <p>College improvement priorities include development of teaching strategies to increase quality of teaching for all students. Whole School collegiate and personal professional learning activities focused on strategy aims. Differentiated access to accredited courses leading e.g., to NPQML, NPQSL, etc. Increased programme of lesson visits and other quality assurance activities.</p>	<p>EEF guidance consistently points to quality teaching having the greatest impact on closing the attainment gap.</p> <p>EEF Attainment Gap Report 2018 - print.pdf (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Priority 2</p> <p>Curriculum development</p> <p>Resources to support home learning and remote learning as it becomes required (e.g., suite of online learning platforms capable of providing immediate feedback), and to continue to refine and adapt curriculum in response to the disruption caused by the coronavirus pandemic — to promote recovery, retrieval, and challenge, and blend synchronous and asynchronous learning as required to rapidly adapt to any unforeseen coronavirus restriction.</p>	<p>Our data collected through parental surveys has identified a lack of access to technology and other resources as a barrier to completing remote learning. This will also impact on students’ ability to complete home learning set during normal school operation.</p> <p>Assessment data and the knowledge that students have missed a significant proportion of face to face teaching points to the need for</p>	1, 2, 3, 5

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	curriculum adaptation to respond to students' needs and promote recovery.	
<p>Priority 3</p> <p>Assessment and feedback</p> <p>GLS KS3 assessment package, Cognitive Assessment Test 4, Assessing Secondary Writing Comparative Judgement project, FFT aspire subscriptions, and professional learning — to help educatively inform effective teaching, quantify learning loss, authentically assess progress over time identifying risks to achievement precisely and early enough for targeted academic support to be effective, precise, supportive of benchmarking and evaluation, and of the ongoing review of curriculum efficacy (to maintain breadth and depth).</p>	<p>The DFE report Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) identifies that 'more successful schools were using data more comprehensively to monitor pupils' progress'.</p> <p>Our analysis of assessment data has identified further gaps in learning due to the Coronavirus pandemic. This priority supports the collection and appropriate use of the data to inform curriculum and teaching.</p>	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 75 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1</p> <p>Additional intervention</p> <p>Programme of interventions (in school, holiday provision and remotely) in English, mathematics and the sciences — and associated resources — for 'at risk' disadvantaged students triaged to be in most danger of underachievement. This includes Tutoring and academic revision courses provided by external organisations.</p>	<p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>EEF Attainment Gap Report 2018 - print.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Priority 2</p> <p>Mental Health support</p>	<p>Our safeguarding team are reporting an increase in concerns over mental health and these have</p>	3, 4

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<p>'Place 2 Be' to provide additional mental health support, alongside existing services, for staff and students.</p>	<p>increased further during the pandemic and lockdowns. As these issues have an impact on students' attendance at school and in lessons, providing mental health support is a priority.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 95 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 High attendance Relaunch attendance strategy — to maintain the improvements that were secured pre-pandemic. Strategic and regular communication with families. SOL Attendance challenge and support.</p>	<p>The NFER research study Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk) supports our own data in finding absence to have a detrimental effect on KS4 outcomes – 'On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.'</p>	<p>3</p>
<p>Priority 2 Relationships and behaviour Pivotal Education Behaviour specialists training for all staff, including Instructor development training to help sustain embedded long-term behaviour change. Recruitment, retention, and professional development of behaviour support staff (x2) — to support improved behaviour for learning and the setting up and development of the Inclusion Support Programme (ISP).</p>	<p>'Addressing behaviour and attendance' identified as one of seven building blocks for success (for all pupils, including disadvantaged) used by successful schools. What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk) Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p>	<p>4</p>

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<p>Priority 3</p> <p>Equitable access</p> <p>Ensure disadvantaged students can attend breakfast clubs, are able to access music instrumental lessons, have the requisite equipment to access activities, are supported with the cost of educational visits, etc.</p>	<p>While EEF research finds that participation in the Arts can have a moderate impact on academic outcomes, it also states that ‘Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.’</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Similarly, the priority of improving access to clubs, activities and trips is concerned with the development of the whole child and their associated engagement with education.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Limited access to cultural enrichment identified as a risk factor for most able disadvantaged students:</p> <p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p>	<p>5, 6</p>
<p>Priority 4</p> <p>Parental engagement</p> <p>Class Charts subscription (and associated apps), along with virtual parents’ evening software — to support effective, regular, and informed communication with families, fostering strong parental engagement.</p>	<p>While the EEF evidence points to a greater effect on pre-secondary school age children, their toolkit suggests that improving parental engagement can have moderate impact for low cost.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>
<p>Contingency fund available to support disadvantaged students and their families to address acute issues as they arise.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond</p>	<p>All</p>

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	quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 265 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The disruption due to Covid-19 means that many of the planned strategies and approaches were curtailed or not possible at all and the focus moved to supporting all students through the periods of remote learning due to lockdown and/or student isolations. It is therefore difficult to evaluate the impact of the approaches detailed in the strategy for the last academic year – and indeed first two years of the three year strategy which have been impacted by the pandemic.

The ongoing work on behaviour and relationships can be seen to have had a positive impact with fewer periods of fixed term exclusions being recorded in comparison to pre-pandemic levels, alongside a reduction in students being removed from lessons due to their behaviour.

It is again difficult to assess the progress made with improving attendance of disadvantaged students – in year 1 of the strategy, before the start of the pandemic, progress was being made in this respect. Attendance data shows that disadvantaged students are being negatively impacted by absence due to Covid and other reasons, so this will remain a crucial feature of our continuing strategies for improving the progress and attainment of disadvantaged students.

Planned interventions were disrupted by the lockdown (Jan – Mar 2021) and subsequent awarding of Teacher Assessed Grades meaning that the public examinations were cancelled and expected revision programmes did not take place. In school interventions were also affected by the need to ensure that all students were attending their timetabled lessons. However, the steps taken to ensure that all students (especially disadvantaged) could access remote learning, and to support all students during the TAGs process did result in an increase in attainment for disadvantaged students compared with 2019 and 2020. Although TAGs were awarded in place of results from GCSE examinations, students were assessed on subject content that they had been taught, therefore these measures show improved progress for disadvantaged students and provide some evidence of making progress towards meeting the success criteria.

Disadvantaged student performance overview

Metric	2017	2018	2019	2020 ⁽¹⁾	2021 ⁽²⁾
Progress 8 score	0.00	-0.50	-0.63	—	—

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National	-0.40	-0.44	-0.45	—	—	<p>1) Summer 2020 examinations were cancelled in response to the coronavirus pandemic. Summer 2020 results were awarded instead to students as the higher of their centre assessment grade or calculated grade, based on the grade teachers' expected students to have achieved had the examinations gone ahead.</p> <p>2) 2021 examinations were also cancelled in response to the coronavirus pandemic. Summer 2021 results were awarded instead to students as teacher assessed grades, which were 'based on a range of evidence completed as part of the course... which demonstrates the student's performance on the subject content they have been taught.'</p>
Devon	-0.53	-0.69	-0.68	—	—	
Attainment 8 score	43.4	34.8	35.4	40.8	45.7	
National	37.0	36.7	36.7	—	—	
Devon	36.4	34.6	34.0	—	—	
Achieving grade 5+ in English and maths	39%	16%	31%	25%	35.2%	
National	24%	25%	25%	—	—	
Devon	24%	21%	20%	—	—	
Ebacc entry	19%	14%	31%	10%	31.5%	
National	25.4%	26.4%	27.5%	—	—	
Devon	24.1%	21.6%	23.7%	—	—	
Ebacc APS	—	2.79	3.07	4.00	3.97	
National	—	3.07	3.08	—	—	
Devon	—	2.90	2.88	—	—	

Externally provided programmes

Programme	Provider
Improving school attendance	Sol Attendance
Pivotal Soar Package	Pivotal Education Ltd

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