



Okehampton College

Pupil Premium Strategy statement

2019/20 to 2021/22 (03/2021 update)

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](#)') 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
 - ...to improve attendance
 - ...to improve behaviour for learning

School overview

School name	Okehampton College
Pupils in school	1416 (1218 in Y7-11)
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£234,930
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2019
Review date	March 2021 (reviews undertaken termly)
Statement authorised by	Derrick Brett
Pupil premium lead	Craig Griffiths
Governor lead	Marilyn Livingstone

Disadvantaged student performance overview

Metric	2017	2018	2019	2020 ⁽¹⁾	2021 ⁽²⁾
Progress 8 score	0.00	-0.50	-0.63	—	—
National	-0.40	-0.44	-0.45	—	—
Devon	-0.53	-0.69	-0.68	—	—
Attainment 8 score	43.4	34.8	35.4	40.8	—
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%	—
National	24%	25%	25%	—	—
Devon	24%	21%	20%	—	—
Ebacc entry	19%	14%	31%	10%	—
National	25.4%	26.4%	27.5%	—	—
Devon	24.1%	21.6%	23.7%	—	—
Ebacc APS	—	2.79	3.07	4.00	—
National	—	3.07	3.08	—	—
Devon	—	2.90	2.88	—	—

(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.

(2) 2021 examinations have also been cancelled in response to the coronavirus pandemic. [Summer 2021 results will be awarded](#) instead to students will be awarded teacher assessed grades, which are '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.'

Strategy aims for disadvantaged students

Aim	Target	Target date
Progress	<p>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 	August 2022
Equity in progress	<p>There is an observably strong equity in the distribution of high P8 scores across disadvantaged students, as evidenced by a confidence interval 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>	<p>August 2022</p> <p>September 2021</p>
Attainment	<p>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>	August 2022
Equity in attainment	<p>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>	August 2022
Attendance	<p>Attendance of disadvantaged students improves significantly, to a robust and secure level above that evident in Devon and nationally.</p>	September 2021
Relationships and behaviour for learning	<p>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.</p>	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1 Leadership for learning and the development of teacher expertise	Develop teaching quality and expertise. Appraisal is developmental, with all staff working to personal professional learning plans. Professional Capital teams established. Whole School collegiate and personal professional learning activities focused on strategy aims. Differentiated access to accredited courses leading e.g., to NPQML, NPQSL, etc., and other opportunities, e.g., Leadership Matters.
Priority 2 Curriculum development	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.
Priority 3 Assessment and feedback	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).
Barriers to learning these priorities address	Inappropriate use of data to inform curriculum and teaching. Learning deficit compounded by learning loss and inequitable digital access (addressed through the Coronavirus Catchup Strategy).
Projected spending	≈ £90,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Additional intervention	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.
Priority 2 Mental Health support	‘Place 2 Be’ to provide additional mental health support, alongside existing services, for staff and students.
Barriers to learning these priorities address	Historical underachievement and experiences of students, alongside indirect and unforeseen disruptions to scheduling.
Projected spending	£60,000

Wider strategies for current academic year

Measure	Activity
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.
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 (×2) — to support improved behaviour for learning and the setting up and development of the Inclusion Support Programme (ISP).
Priority 3 Equitable access	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.
Priority 4 Parental engagement	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.
Barriers to learning these priorities address	Possible further restrictions that may be caused by the coronavirus pandemic. Inequitable digital access (addressed through the Coronavirus Catchup Strategy).
Projected spending	≈ £85,000

Monitoring and implementation

Area	Challenge	Mitigating Action
Teaching	Inequitable access to devices and thus online, remote lessons and other resources.	Addressed through the Coronavirus Catchup Strategy , and using additional funding secured as well, to ensure all students have a laptop and access to data (including students with siblings sharing a device).
Targeted support	Small group tuition interventions scheduled to take place in English and mathematics Y11 students disrupted by coronavirus pandemic.	Ensure full distribution of access to online platforms and remote support.
Wider strategies	Supporting families with concerns around attendance because of anxieties regarding coronavirus transmission.	Liaise with respective DCC teams and secure additional EWO time. Refocus SOL support to areas of emerging need.

Review: last year's aims and outcomes

Aim	Outcome
<p>Attendance of disadvantaged students improves on 2018 and 2019 and is broadly in line with or above national (91.9% 2018), and the proportion of disadvantaged students enrolled classified as persistent absentees is below national (24.6% 2018).</p>	<p>Achieved in part. By February 2020, progress was being made to achieve this, but has been hampered by the coronavirus pandemic. Attendance for disadvantaged students was 92.2% for 2019-2020 to the beginning of the pandemic, compared with 88.7% and 90.7% respectively for the same periods in the preceding two academic years.</p>
<p>Fewer disadvantaged students disrupt lessons, and receive fixed period exclusions.</p>	<p>Achieved. Despite the disruption caused by the coronavirus pandemic, proportionally to the period the school was fully open, there was a marked reduction in fixed period exclusions in 2019-2020 compared to 2018-2019: There were 37 fixed period exclusions in 2019-2020 (up to 20 March 2020), compared with 86 for the same period in 2018-2019 (128 in total for the year). This should also be viewed alongside an associated reduction in students being removed from lessons because of disruptive behaviour.</p>
<p>Standards of achievement improve at P8, A8, grade 5+ in English and mathematics, and EBacc APS' — and across subjects).</p>	<p>Cannot quantify because of the cancellation of examinations caused by the coronavirus pandemic and resulting method of awarding grades. However, our own analysis of rigorously defined centre assessed grades, alongside that provided by FFT, when framed by the improvements made in 2018-19 regarding teachers' accuracy in estimating grades, confidently suggests that disadvantaged students were on track to achieving improved A8 scores, and improved EBacc APS'.</p>
<p>Observed reductions in the variation in student progress (i.e., relative to starting points) across year groups, as evidenced from QA activity, results in formal curriculum end of point assessments, and examination outcomes.</p>	<p>Difficult to make comparative judgements because of the disruption caused by the coronavirus pandemic. However, analysis of newly introduced formal curriculum tests assessing students' security with learning covered remotely during lockdowns, indicates that there was a gap in tests scores between disadvantaged students and others, and in the proportion of students whose learning was observed to be secure — but this information has been used to identify the gaps in learning that resulted in these gaps in test scores, and curricula have been adapted accordingly (designed and sequenced to promote retrieval and assure challenge, and are supported by assessment).</p>



Excellence with Equity

Improving the Achievement of Disadvantaged Students at Okehampton College

Leadership fosters

EVIDENCE INFORMED

approaches, actions, teachers and leaders

- Data and research to support effective decision-making
- Data identifies trends to target support
- Benchmarks and comparisons with similar schools
- In-class data used solely to inform teaching by specifying gaps in content
- Students' needs are diagnosed early enough to put effective support in place
- Robust evaluation of programmes
- Strategic abandonment of ineffective approaches
- Leaders hold staff to account, and share evidence and thinking

- Data dashboard
- 'Equity' site hub
- 'Equity Advocates' team
- PP Review
- PL Focus
- SIFF Focus
- Triage exercise in all years
- Middle and high attaining students identified
- Teachers know their disadvantaged students
- Weekly briefing paper

Classroom

Quality First TEACHING

- High expectations of what (all) students can achieve from (all) staff
- Focus on the classroom, emphasis on Quality First Teaching
- Research applied to the classroom
- Professional Learning programme
- Sharing best practice
- Quality Assurance schedule
- Effective teacher deployment and support
- Manageable AfL and regular, clear feedback

- Clear shared vision on 'equity'
- PP Governor appointed
- Significant actions taken to reduce workload
- Calendar review
- New QA Schedule
- Assessment cycle
- Professional Learning programme (and calendar) catering for different stages
- Subject curricula reviewed
- New Assessment & Feedback policy provides a common framework

Intervention

Targeted

ACADEMIC SUPPORT

- High quality small group and 1-to-1 interventions, via triage, linked to class teaching, and focusing on gaps in knowledge impact on students 'at risk'
- Academic extension and Cultural Enrichment
- Careful deployment of trained and supported TAs, structured working with small groups

- Prioritise career interviews
- Priority attendance at holiday revision sessions
- Online tutoring & subscriptions
- Equitable access QLAS and PiPs produced from mock exams
- Weekly schedule of daily 1-to-1 30 minute 'Gap' interventions in English and maths
- Reading interventions
- Focus on specific gaps in content
- Summer alternative TT
- Subject revision guidance and links
- Triage meetings

Wider strategies

Equitably high

ATTENDANCE

(low absence, low PA)

- Focus on individual and year group attendance
- Rigorous monitoring
- Quick response to poor attendance
- High expectations of (all) students from (all) staff
- Engage and work with families
- 'For every week of school missed at KS4 by a disadvantaged pupil, their Att-8 score would be predicted to reduce by an average of 0.8 points'

- Attendance audit
- SOL support
- Heightened profile of attendance across the school and with families
- Clear hierarchy of actions
- Clear rewards system
- Increased involvement of HoYs and Tutors
- Increased levels of accountability
- Early intervention and rigorous follow up
- Additional EWO time
- Engage and work with families to identify issues

Learning friendly

BEHAVIOUR

and relationships

- High expectations of (all) students from (all) staff
- No conflation of dis-advantage with lack of potential
- Address challenging behaviour
- Take an interest in students as individuals
- Help students to feel secure, particularly through transitions and transfers
- Engage and work with families to identify issues that may be preventing progress
- Provision of strong social and emotional support

- Relationships policy
- Pivotal behaviour approach
- Disruption free class-rooms via R2L review
- Centralised detentions
- Alternative Provision in school (e.g. Forest School, ISP)
- Priority Parents' Evening appointments
- Review mobile device policy
- Targeted progress meetings post triage

Key

Synthesis of evidence from research, and summary of key points

What we have done, what we are doing, and what we intend to do — small number of priorities to support successful implementation

Select Sources

- Education Endowment Foundation. (2019). *The EEF Guide to the Pupil Premium*, June 2019. bit.ly/2YbyvWY
- Claymore, Z. (2019). 'Being Present: The Power of Attendance and Stability for Stability for Disadvantaged Pupils. How pupil and cohort background factors link to the KS4 outcomes of disadvantaged pupils', February 2019. Slough: National Foundation for Educational Research. bit.ly/2m0x27R
- Donkin, A. (2018). *Progress 8: Disadvantaged Pupils falling behind in secondary schools*. Slough: National Foundation for Educational Research. bit.ly/2kInWwc
- Education Endowment Foundation. (2018). *The Attainment Gap*, January 2018. bit.ly/2EJGUeO
- Cullen, S. et al. (2018). *Research to understand successful approaches to supporting the most academically able disadvantaged pupils*. DfE November 2018 Research Report. bit.ly/2A2s1js
- MacLeod, S. et al. (2015). *Supporting the attainment of disadvantaged pupils: articulating success and good practice*. DfE November 2015 Research Report. bit.ly/2m0wL5n
- DfE and NFER. (2015). *What are the most effective ways to support disadvantaged pupils' achievement?* bit.ly/2ml3u4V