

Pupil premium strategy statement

Okehampton College

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	1305
Proportion (%) of pupil premium eligible pupils	26% (340 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Andrew Sweeney Principal
Pupil premium lead	Marc Cooper Vice Principal
Governor / Trustee lead	Sophia Clist

Pupil premium strategy statement

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£254,130.00
Recovery premium funding allocation this academic year	£73,140.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£327,270.00

Pupil premium strategy statement

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. Okehampton College is a large, rural secondary school and is part of the Dartmoor Multi-Academy Trust. Our curriculum is ambitious, knowledge-based and challenging. We will consider our relatively isolated, rural catchment area within West Devon and recognise the fact that disadvantaged pupils and their families sometimes need additional support to take advantage of the opportunities available to them in the locality, whilst broadening their horizons to future opportunities at a regional, national and global perspective. 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 'OKE 8' character values. At Okehampton College we are kind, respectful, committed, hardworking, tolerant, independent, resilient & responsible.

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.

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

Pupil premium strategy statement

Challenges

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

Challenge number	Detail of challenge
1	Attendance gap for PA PP Students. Attendance of disadvantaged pupils has been shown to be below that of their peers over the last few academic years. This manifests itself in poor attendance and punctuality to tutor time and lessons and can lead to higher-than-expected rates of persistent absence.
2	Ensuring consistency in teaching and learning across the college and maintaining relentlessly high expectations of all disadvantaged pupils inside the classroom to accelerate progress over time and improve levels of attainment, through the development of improved literacy skills across the curriculum, which until now have led to a significant vocabulary and reading age gap.
3	Low levels of cultural capital, and lack of cultural knowledge is underpinned by limited aspirations. Therefore, students do not make informed or ambitious choices about the next steps in their education and training.
4	Recovery from Covid-19 pandemic and disruption caused, with particular impacts on behaviour and mental health and wellbeing, leading to low self-esteem, low resilience and lack of engagement in lessons and extra-curricular opportunities for disadvantaged pupils.
5	Pupils lack metacognitive knowledge and independence in their own learning, resulting in greater dependence on teacher intervention and a lack of agency in their approach to learning.

Pupil premium strategy statement

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 pupils	By the end of our current plan, in August 2025, 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 nationally (-0.55 in 2022).
Students of all abilities and backgrounds will engage in learning and make good progress. Students will become strategic learners, develop their self-esteem and become more resilient learners.	<p>All students know what their personal targets are in subject areas.</p> <p>All students understand the strategies that they need to use to achieve their personal learning targets.</p> <p>Students are able to build positive relationships with their teachers and peers, enabling them to engage in classroom activities and extra-curricular activities</p>
Students will make informed choices about KS4 options and Post-16 education and training.	<p>Disadvantaged pupils engage with the existing careers programme through the PSHE curriculum and tutor programme.</p> <p>All disadvantaged Y11 and sixth form pupils have at least one careers interview with a L6 trained advisor.</p> <p>Gatsby Benchmarks termly evaluations show Okehampton College is performing above regional and national averages.</p> <p>Options advice and guidance ensures that all students are appropriately matched to KS4 courses.</p> <p>Post-16 advice and guidance ensures that all students take up places in appropriate education or training.</p>
Students will access learning across the curriculum and be able to articulate their learning	All students are reading at their chronological age or are on a pathway to meet target.

Pupil premium strategy statement

<p>using appropriate and subject specific vocabulary.</p>	<p>Tier 2 and tier 3 vocabulary is explicitly taught across the curriculum. Opportunities for guided, subject-specific reading and oracy are built in across the curriculum</p>
<p>Pastoral systems to be set up and function effectively to ensure the avoidance of the marginalisation of disadvantaged students.</p>	<p>High quality relational support plans being completed by form tutors. Identification of tier 1,2,3 students and appropriate triage and interventions. Case studies showing academic progress of students as a result of pastoral interventions. 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, e.g. LRC referrals and FTEs.</p>
<p>All pupils will develop their cultural knowledge and capital, raising aspirations.</p>	<p>Pupil voice data will show and increased awareness of British Values and cultural capital. Increased numbers of disadvantaged pupils will engage in extra-curricular activities, and cultural events.</p>

Pupil premium strategy statement

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: £ 171,884.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An unrelenting approach and commitment to quality first teaching in every classroom. Our termly T&L reviews and QA strategy ensure that disadvantaged pupils and their progress and attainment is continually reviewed.</p>	<p>EEF guidance consistently points to quality teaching having the greatest impact on closing the attainment gap: https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf</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'. 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>	2
<p>CPD for all staff on strategies for explicitly teaching reading comprehension skills. All teacher will deliver the 'literacy cannon' tutor programme.</p>	<p>EEF toolkit (+6 months) Closing the Reading Gap (A Quigley) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 3

Pupil premium strategy statement

Resources: Literacy Co-ordinator to lead and deliver Staff directed time External training from EEF	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	
CPD and collaborative staff coaching focuses on strategies for explicitly teaching vocabulary development Resources: Teaching and Learning senior leadership time. Pedagogy Lead Coaching	EEF toolkit (+6 months) Closing the Vocabulary Gap (A Quigley) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 123,390.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision KS3 - targeted literacy, numeracy and social skills intervention to support those students who are not secondary ready Resources: Nurture teacher and TA x 2.	EF Toolkit- small group tuition (Potential +4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4

Pupil premium strategy statement

<p>Literacy interventions across KS3 for low attaining disadvantaged pupils, including AR, vocabulary training and Read, Write Inc. Resources: AR licenses. Vocab training, RWI and Toe-by-Toe resources.</p>	<p>EF Toolkit (comprehension strategies +6 months/ Phonics +4 months) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Closing the Reading Gap/ Vocabulary Gap (A Quigley) Progress data from previous cohorts</p>	<p>1, 3, 4</p>
<p>Academic Coaching - Targeted coaching. Resources: Assistant HOY Coaching CPD</p>	<p>EEF Toolkit (mentoring and coaching +5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Student voice Progress data from previous cohorts</p>	<p>2, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 81,996.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Reports/ SOL attendance tracking/ PSO Parental Engagement Resources: Attendance officer SOL Attendance SLA EWO</p>	<p>‘On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers.’ Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p>	<p>1, 4</p>

Pupil premium strategy statement

	Parental engagement EEF (educationendowmentfoundation.org.uk) Attendance data from previous cohorts	
'RESET' to tackle and deter low level disruption. Resources: Chrome Books Ready to Learn Mentors x2	EF Toolkit- behaviour interventions (+ 4 months) Behaviour interventions EEF (educationendowmentfoundation.org.uk) What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk) Behaviour data from previous cohorts	1, 4
Lyfta Platform & Human-utopia peer mentoring, character development and leadership programme: Resources: External training providers SLT lead training and time	Social and emotional learning programme, developing peer relationships and mentoring skills. Cultural Capital Tutor programme. Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4

Total budgeted cost: £ 377,270.00

Pupil premium strategy statement

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 2021 to 2022 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Intended outcomes 2019-22	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> <p>2022: -0.77 (gap with national is -0.02)</p>
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. There are no significant,</p>

Pupil premium strategy statement

	observable inequities in progression through the curriculum over time across year groups, as evidenced by formal termly assessment tests.
Improved standards of attainment for disadvantaged students	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. - 12% gap with national
Equity in attainment between disadvantaged students and their non-disadvantaged peers	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. Gap = 1.30.
Improved attendance of disadvantaged students	By July 2022, the attendance of disadvantaged students improves significantly, to a robust and secure level above that evident in Devon and nationally.
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.

Pupil premium strategy statement

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Improving school attendance	SOL Attendance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Pupil premium strategy statement

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.