

Pupil Premium Strategy Statement (Year 2)

This statement details our school's use of pupil premium (and recovery premium for 2022 - 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	One In A Million Free School
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	41.4% (155)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	J Hobbs
Pupil premium lead	G Sandhu
Governor / Trustee lead	C Schofield

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,225
Recovery premium funding allocation this academic year	£51,336
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£233,561

Part A: Pupil Premium Strategy Plan

Statement of Intent

One In A Million Free School (OIAMFS) is committed to ensuring that students achieve or exceed their potential and secure their next steps. Our knowledge rich, broad balanced curriculum, supports and challenges all our students. We are focused on the progress and attainment individual students make over time, and in particular to the progress and attainment of those students supported by the Pupil Premium funding.

This Pupil Premium Strategy identifies the barriers to learning faced by many of our Pupil Premium students; we have used research evidence to determine the strategies, which we will use to mitigate these challenges with clear outcomes to measure progress towards these objectives. As recommended by the DfE this is a three year plan from 2021/22 - 2023/24.

In making decisions on the use of the Pupil Premium fund we will:

- Ensure the funding allocated to OIAMFS is used for its intended purpose.
- Ensure the strategies we adopt are supported by the latest research, which indicates they work to close the progress and attainment gaps, adapting these as necessary to meet the needs of OIAMFS students.
- Be transparent in the reporting of how OIAMFS has used the Pupil Premium fund, so that parents, interested stakeholders and all other agencies are fully aware of how this additional resource has been used to make a difference.
- Recognise the vital role that parents/carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with students being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by One In A Million Free School and the Governing Body.

Use of Pupil Premium at One In A Million Free School

Key Principles

One In A Million Free School is committed to establishing a culture in which all students, including Disadvantaged/Pupil Premium are supported to achieve their potential regardless of their background.

The school's aim is to:

- Establish and maintain a school culture in which all young people are unique and valued.
- Offer opportunities for all students to participate in events and activities, which create a wealth of life experience.
- Close both the progress and attainment gap between Disadvantaged/Pupil Premium students and their peers.
- Use Pupil Premium funding effectively to provide additional appropriate support to improve the progress and achievement of all Disadvantaged/Pupil Premium students.
- Ensure that Pupil Premium funding reaches the students intended for and makes a significant impact on their lives.
- Use proven and high impact strategies to help raise attainment and progress of Disadvantaged/Pupil Premium students.
- Ensure that as appropriate, teaching and support staff are aware of who the Disadvantaged/Pupil Premium and vulnerable students.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation. One In A Million Free School serves a local community with high levels of social deprivation. 41.4% (December 2022) of students on roll at One In A Million Free School (OIAMFS) are identified as Pupil Premium or Disadvantaged. School has to respond to the associated socio-economic problems faced by many of our families including the lack of financial resources to provide everyday essentials such as food, uniform, equipment and opportunities to enrich lives and learning through enrichment sessions, education trips and visits; which impacts on students ability to access the curriculum at a higher level.
2	Attendance. Lack of consistent, high levels of attendance significantly impacts levels of progress, attainment, behaviour and attitude to learning over time, and thereby students' ability to secure their next steps.
3	Parental engagement. Engagement from some parents is low, reducing the impact of the home-school partnership, resulting in students lacking focus and application when in lessons. Significant numbers of students require extensive pastoral support with behaviour routines, acquisition of social skills, organisation, equipment, uniform, homework, revision, mental health and support with emotions & relationships.
4	Aspirations and ambition. Limited aspirations for the future means some students do not fully value the impact of being successful in school. They often present with low self-esteem and lack self-confidence.
5	Literacy. There is a literacy gap for many of our pupil premium students, who arrive at school with below age appropriate levels of reading and writing. Due to this barrier students do not read widely, so there are gaps in cultural capital, knowledge of technical terms and key vocabulary, placing these students at a disadvantage in accessing various subject curriculum, acquiring and retaining knowledge and understanding.
6	EAL. 69% (107/155) of Pupil Premium students do not have English as their first language. This creates similar barriers to the literacy gap. Students are put at a disadvantage when attempting to access subject curriculum, develop knowledge and understanding.

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
Progress of PP students is at least in line with non-PP students and national benchmarks	Progress 8 score of 0 or above
Attainment of PP students is at least in line with non- PP students and national benchmarks	Attainment 8 score of 40 (4.0) or above.
Attendance – Pupil Premium students attend school regularly	PP attendance is at least in line with non-PP and national benchmarks
Behaviour of PP students is positive, they complete work, including homework and revision to the best of their ability.	Behaviour Data shows that sanctions issued to PP students are in line or lower than non-PP students and national benchmarks. Parental engagement at events such as Parents' Evenings is at least 65%.
PP students engage with a range of enrichment/extra-curricular activities and have aspirations for the future.	Enrichment/extra-curricular report shows 100% of key stage 3 PP students access enrichment/extra curricular activities 100% Positive destinations data; including details relating to the level of course being studies (FE/Sixth Form/Apprenticeships) NEET figures (0%)
PP students are confident, able to express themselves eloquently and have high aspirations for the future.	Progress scores (0) Attainment 8 scores (40) Positive destinations data (100%)

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: £106,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Director of Personal Development and Student Experience</i>	<p>Research by the EEF states that “Great teaching is the most important lever to improve the outcomes for students”.</p> <p>This leadership role will:</p> <ul style="list-style-type: none"> ● oversee the PSHE/RSE curriculum and ensure it is focused on aspiration, ambition, engagement, careers and next steps ● further develop and embed the school’s ethos and values into the PSHE/RSE programme ● use data to track and monitor the impact of the PSHE/RSE curriculum ● lead on the whole school assembly programme so that all whole school strategies and initiatives are linked to ensure that they consistently drive improvement for PP students ● Lead on stakeholder engagement, particularly parent engagement ● Lead on enrichment and extra curricular provision to ensure PP students have equal access to all such activities ● Lead on community relationships and partnerships which benefit PP students in particular. 	1,2,3,4,5,6
<i>Director of Progress and Attainment</i>	<p>Research by the EEF states that “Great teaching is the most important lever to improve the outcomes for students”.</p>	2,4,5,6

	<p>This leadership role will:</p> <ul style="list-style-type: none"> • oversee the planning of diagnostic assessments • use data to track and monitor the impact of teaching and learning on the progress and attainment of PP students • evaluate the strategies and interventions against our key indicators. 	
<i>Director of Teaching and Learning</i>	<p>Research by the EEF states that “Great teaching is the most important lever to improve the outcomes for students”.</p> <p>This leadership role will drive and consolidate improvements in teaching and learning, with a particular focus on:</p> <ul style="list-style-type: none"> • cognitive and metacognitive strategies • OIAMFS Teaching and Learning minimum expectations - particularly the recall task • assessment for learning and assessment of learning • monitoring the effectiveness of the catch-up provision • leading on all quality assurance procedures • further developing and consolidating a coaching programme for staff. 	2,4,5,6
<i>Recruit Literacy Mentor to support students with very low reading ages</i>	<p>Research by the EEF indicates the significant impact raising literacy levels has on students' long-term learning, progress and attainment.</p> <p>This role will be targeted at improving literacy levels of students in Key Stage 3 and implementing intervention strategies to support Key Stage 4 students to achieve or exceed their GCSE target grades.</p>	4,5,6
<i>Purchase of National College CPD programme for Secondary schools</i>	<p>On-line CPD platform to support improvements to teaching and learning. As outlined in the EEF guide the platform provides tailored professional development for individual teachers and follow-on support after upfront training has taken place.</p>	4,5,6

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

Budgeted cost: **£22,932**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage an external provider to deliver Revision Skills and Techniques to support Year 10 and 11 students, parents and staff.	Used by a number of secondary schools this provision explicitly teaches students how to revise effectively for their GCSE examinations. This will contribute to the whole school strategy of improving knowledge retention/recall.	1,2,3,4
Engage independent careers advisor	Statutory requirement to ensure students access the most appropriate next steps.	1,2,3,4
Purchase of GCSEpod and Sparx Maths	This resource is used in a large number of schools to support student progress and attainment overtime. It is particularly relevant in supporting catch-up following the pandemic.	4,5,6
<i>Invest in ICT hardware</i>	Use of ICT to boost engagement and support catchup. Students will have access to technology in school and we will be able to lend equipment to access learning platforms from home. ICT equipment will further support EAL students develop their language skills to access the curriculum more effectively.	1,2,3,4,5,6
<i>Purchase Accelerated Reader Programme</i>	All Key Stage 3 students are enrolled on this programme to improve reading age over time, to support access to the whole curriculum and the development of relevant knowledge, understanding and skills.	4,5,6
<i>Purchase of Jigsaw PSE and RSE curriculum and resources</i>	Used by many secondary schools. This curriculum provides sequenced topics and activities which focus on supporting our PP students, including the means to safeguard themselves.	1,2,3,4
<i>Sims</i>	Tried and tested MIS system.	2,3,4,5,6
<i>B2</i>	Tried and tested MIS system to support, tracking and monitoring of PP SEND student progress and attainment.	3,4,5,6
<i>Rewards budget</i>	Behaviour for Learning Policy is focused on rewarding students – “catch them being good”.	1,2,3,4

	Behaviour data and Attendance data are at least in line with non-PP students.	
<i>Enrichment/Extra curriculum</i>	All Pupil Premium students access at least one enrichment or extra curricular activity each year.	1,2,3,4,5,6

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

Budgeted cost: **£103,727**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 Residential	The Outward Bound Trust outlines how such residential experiences support relationship building, develop independence, resilience and build self-confidence and self esteem.	1,2,3,4
Breakfast Club	Research has established the link between a healthy breakfast and the ability to concentrate/focus in school during the morning session.	1,2,3
Recruit additional Head of Year	School data shows an improvement in behaviour overall. The recruitment of an additional Head of Year will secure greater targeted pastoral support for PP students and their families. More extensive pastoral engagement will result in a greater proportion of PP students engaging effectively with learning.	3,4,5,6
GL Assessment Package	This assessment suite allows school to carry out testing to determine reading ages and incremental progress in literacy and numeracy, enabling us to measure impact over time, implement intervention strategies and evaluate their effectiveness.	2,3,4,5
PP Fund	Funding available to support - all school trips/enrichment/extra curricular activities; school transport, uniform and equipment etc. This is to ensure all PP students have fair access to all aspects of school life; promoting equality and equity.	1,2,3,4,5,6
SHS	Case studies show significant impact this service has had on some of our most hard to reach PP students. For students whose attendance was below 95%, SHS engagement resulted in an average increase of 7 extra days of school attendance. For those students whose attendance	1,2,3,4

	was below 80% at the onset of their work with SHS, engagement demonstrated an average increase of 38 days of school attendance by the close of the intervention.	
BCL	Home visits to encourage attendance at school is linked with improved attendance rates.	2,3,4

Total budgeted cost: £233,561

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 students in the **2021 to 2022** academic year.

Commitment	Expenditure	Learners	Monitoring	Intended Impact	Impact
Teaching	£148,019	Yrs. 7-11	<ul style="list-style-type: none"> • Analysis of 2022 GCSE Results • Analysis of student's reading age • Learning walks to establish the impact of the increased profile of reading/literacy across the school • QA systems: Learning Walks Observations Work Scrutiny Curriculum Reviews 	<ul style="list-style-type: none"> • Improve P8 and A8 scores • Improved literacy skills 	<ul style="list-style-type: none"> • Improved teaching and learning has led to incremental improvement of outcomes for students demonstrated by the 2022 P8 scores. • PP students average P8 score is slightly lower than non PP students, but the gap is small (0.03). • Coaching model introduced to support staff development has resulted in the vast majority passing their performance management target. • Feedback from our SIP demonstrates that the school's minimum expectation of teaching learning is consolidated and embedded. There is a key focus on Retrieval Practice. • The profile of whole school literacy has been raised with demonstrable impact in the majority of student's reading ages.
Targeted Academic Support	£10,902	Yrs. 7-11	<ul style="list-style-type: none"> • User report analysis to assess participation rates • Regular reporting of 	<ul style="list-style-type: none"> • Support students learning and progress so that PP students progress and their attainment is at least in line with 	<ul style="list-style-type: none"> • Accelerated Reading lessons timetabled for all KS3 students • Data shows demonstrable improvement to reading ages • Whole school literacy days to develop a "love of reading/stories" • Timetabled PSHE/RSE lessons.

			<p>student progress against Accelerated Reader Targets</p> <ul style="list-style-type: none"> • End of Unit Assessment data used to determine effectiveness of Jigsaw provision • Timely and accurate reporting in place • Track registers to determine the number of PP students accessing whole school rewards, enrichment and extracurricular activities 	<p>non PP students.</p> <ul style="list-style-type: none"> • Reading ages of PP students are improving at the same rate or better than non PP students. • PP students progress and attain in line with non PP students in PSHE/RSE • School's MIS system provides all relevant data to track and monitor learning, progress and attainment over time • PP students access rewards, enrichment and extracurricular activities at least in line with non PP students 	<ul style="list-style-type: none"> • PSHE/RSE curriculum established using Jigsaw resources • End of topic assessments demonstrate student's learning and progress in this curriculum area • Positive student engagement with GCSEpod • Whole school rewards activities took place across the year including: whole school sports day, whole school rewards trip to Flamingo Land and Year 11 Prom • The MIS system used effectively to track learning, progress, behaviour and attendance of this cohort and inform intervention strategies.
Wider Strategies	£26,315	Yrs. 7-11	<ul style="list-style-type: none"> • Quality and accuracy of reporting • Evidence from workers caseload • Evidence of improved attendance among cohort 	<ul style="list-style-type: none"> • Resources available to ensure accurate analysis of student learning, progress and attainment • Removal of barriers preventing student attendance • Students 	<ul style="list-style-type: none"> • Sims used to track and monitor attendance • CPOMs used to track the wellbeing and safeguarding of PP students • Sistra used to effectively track progress and attainment targets for PP students, informing interventions, including the deployment of Covid Catch-up funding • 9-5 in English and maths 2022 (26%)

			<ul style="list-style-type: none"> • Outcomes from termly data collection • Evidence from behaviour logs indicate increased student engagement • Rates of school attendance • School able to offer a range of supportive measures for disadvantaged students/ families • Uptake of offer monitored by catering manager and catering orders • Records of student attendance, behaviour, achievement 	<p>supported to access curriculum content</p> <ul style="list-style-type: none"> • Improved engagement at each data collection • Consistent improvement in school attendance for at risk cohort • Students supported in attending school in uniform/ PE kit • Transport costs absorbed by school for disadvantaged families • Students ability to access and engage in all activities • Improved attendance / punctuality/ behaviour of at risk cohorts 	<p>2019 (8.2%) +17.8% 9-5 in English 2022 (33.8%) 2019 (24.6%) +9.2% 9-5 in maths 2022 (28.6%) 2019 (11.5%) +17.1%</p> <ul style="list-style-type: none"> • 9-4 in English and maths 2022 (39%) 2019(34.4%) +4.6% • 9-4 in English 2022 (53.2%) 2019(49.2%) +4% • 9-4 in Maths 2022 (49.4%) 2019 (39.3%) +10.1% • Attendance of some at risk students has improved. • PP rates of school attendance comparable to non-PP pupils are closing. • All eligible pupils were provided with appropriate uniform, transport etc. • Celebration events across the year were held rewarding student's progress/attainment/attendance.
Total	£185,236				