

## Pupil Premium Strategy Statement (Year 3)

This statement details our school's use of pupil premium (and recovery premium for 2023 - 2024 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 students in school	376
Proportion (%) of pupil premium eligible students	45.5% (171) <a href="https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024">https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024</a>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	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	T Coles
Governor / Trustee lead	C Schofield

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,985
Recovery premium funding allocation this academic year	£47196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£224,181

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

One In A Million Free School (OIAMFS) is committed to ensuring that all 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 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 funding, by One In A Million Free School and its 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 it is 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	<b>Deprivation.</b> One In A Million Free School (OIAMFS) serves a local community with high levels of social deprivation. 45.5% of students on roll at 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	<b>Attendance.</b> 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	<b>Parental engagement.</b> 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	<b>Aspirations and ambition.</b> Limited aspirations for the future mean 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	<b>Literacy.</b> 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	<b>EAL.</b> 67% (115/171) 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 during an academic year. 100% Positive destinations data; including details relating to the level of course being studies (FE/Sixth Form/Apprenticeships) for PP students, with 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: **£96,654**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of Literacy Intervention Lead</p> <p>£28,878</p>	<p>From EEF recommendations we have prioritised high-quality teaching in our spending.</p> <p>Our Literacy Intervention Lead will:</p> <ul style="list-style-type: none"> <li>• Oversee and lead on reading interventions for students who need additional support, which results in a demonstrable improvement in the reading ages of PP students.</li> <li>• Ensure that high quality KS3 library reading lessons are being delivered, which results in a demonstrable improvement in the reading ages of PP students.</li> <li>• Ensure that effective form time class reading is happening on a regular basis, which results in a demonstrable improvement in the reading ages of PP students.</li> </ul> <p>All of which are promoted and supported by the DfE's Reading Framework document <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</a></p> <p>Our Literacy Intervention Lead will be trained to deliver a DfE validated systematic synthetic phonics programme to improve the reading ages of PP students as demonstrated by their diagnostic assessment. <a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</a></p> <p>Our Literacy Intervention Lead will deliver targeted academic support that can support student progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions will be carefully linked to classroom teaching and matched to individual students' specific needs, while not inhibiting their access to the wider curriculum. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p>	<p>4,5,6</p>

<p>Recruitment of Lead Practitioner (English)</p> <p>£33,888</p>	<p>Our Lead Practitioner (English) will:</p> <ul style="list-style-type: none"> <li>• Oversee and lead on curriculum intent including high quality reading and vocabulary acquisition across the curriculum leading to improved P8 and A8 in English Literature, Summer 2024.</li> <li>• Model and train English staff on teaching reading effectively in English lessons leading to sustained improvements in the reading ages of PP students as demonstrated by their diagnostic assessment.</li> </ul> <p>All of which are promoted and supported by the DfE’s Reading Framework document.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</a></p> <p>Our Lead Practitioner (English) is an experienced teacher as we know that evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> <p>Our Lead Practitioner (English) will deliver targeted academic support that can support student progress. Interventions will be carefully linked to classroom teaching and matched to individual students’ specific needs, while not inhibiting their access to the wider curriculum. This will result in improved P8 and A8 in English Language and English Literature, Summer 2024. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p>	<p>4,5,6</p>
<p>Recruitment of Lead Practitioner (Maths)</p> <p>£33,888</p>	<p>Our Lead Practitioner (Maths) will:</p> <ul style="list-style-type: none"> <li>• Oversee and lead on curriculum intent including high quality mathematics and numeracy across the curriculum leading to improved P8 and A8 in Maths, Summer 2024.</li> <li>• Model and train Maths staff on teaching mathematics and implementing the maths mastery curriculum leading to sustained improvements in the mathematics of PP students as demonstrated by their diagnostic assessment.</li> </ul> <p>All of which are promoted and supported by the EEF’s DfE’s Improving Mathematics in Key Stages 2 and 3 Guidance Report. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1687514195">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1687514195</a></p> <p>Our Lead Practitioner (Maths) is an experienced teacher as we know that evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p> <p>Our Lead Practitioner (Maths) will deliver targeted academic support that can support student progress. Interventions will be carefully linked to classroom teaching and matched to individual students’ specific needs, while not inhibiting their access to the wider curriculum. This will result in improved P8 and A8 in Mathematics, Summer 2024. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p>	<p>4,6</p>



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

Budgeted cost: **£43,027**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in ICT hardware, software and assistive technology to support the learning of PP students and specifically PP EAL students.</p> <p>EAL Software £3450 Hardware and assistive technology £39,577</p>	<p>Use of ICT boosts engagement and supports catchup. PP students will have access to technology in school and we will lend equipment to access learning platforms from home. ICT equipment will further support PP EAL students to develop their language and literacy skills to access the curriculum more effectively resulting in PP and PP EAL students making demonstrable progress moving from strands A to B and B to C (The Bell Foundation). <a href="https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/">https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/</a></p> <p>To improve learning, we have considered the specific barriers technology is addressing, particularly for disadvantaged students, and we will use technology in a way that is informed by effective pedagogy. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf?v=1689078253">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/covid-19/Rapid_Evidence_Assessment_summary.pdf?v=1689078253</a>.</p>	<p>1,3,4,5,6</p>

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

Budgeted cost: **£84,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment of two Educational Welfare Officers (EWOs)</p> <p>£32,229</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Our EWOs will be supporting attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance. Attendance data will be used to measure impact.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p> <p>Our EWOs will be deploying behaviour interventions that seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Whole school approaches to developing a positive school ethos and improving discipline across the whole school will support greater engagement in learning. As well as more specialised programmes which are targeted at students with specific behavioural issues. Behaviour data will be used to measure impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2,3,4,6</p>
<p>School-Home Support (SHS)</p> <p>£1820</p>	<p>School-Home Support worker will engage with students to support improved attendance. They will also support families to cope with increased cost of living. Our school practitioner has access to information and funding to be able to offer additional support with issues such as housing, benefits and poverty/debt. Impact will be measured through attendance and behaviour data.</p>	<p>2,3</p>
<p>Year 7 Residential</p> <p>£8421</p>	<p>The Outward-Bound Trust outlines how such residential experiences support relationship building, develop independence, resilience and build self-confidence and self-esteem. <a href="https://www.outwardbound.org.uk/residential-early-careers">https://www.outwardbound.org.uk/residential-early-careers</a> All PP students attend our Year 7 Residential for free.</p>	<p>1,2,3,4</p>
<p>Uniform and Equipment</p> <p>£16,380</p>	<p>School will provide vouchers for PP students to purchase all branded uniform items. Students will be given pencil cases containing all necessary equipment for academic year 2023-24.</p>	

<p>One In A Million PP Hardship Fund</p> <p>£25,650</p>	<p>There is hardship funding available to support all our PP students for basic essentials, school trips, enrichments and extra-curricular activities. This is to ensure that all of our PP students have fair access to all aspects of school life; promoting equality and equity. The One In A Million PP Hardship Fund will be accurately monitored to enable evaluation of student-by-student impact.</p>	<p>1,2,3,4</p>
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**Total budgeted cost: £224,181**

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 **2022 to 2023** academic year.

Commitment	Expenditure	Learners	Monitoring	Intended Impact	Impact
Teaching	<b>£75,000</b>	Y7-11	<ul style="list-style-type: none"> <li>Analysis of 2022-2023 GCSE Results</li> <li>Analysis of students' reading age progress</li> <li>Learning walks to establish the impact of the increased profile of reading and literacy across the school. QA systems: Learning Walks, Observations, Work Scrutiny, Curriculum Reviews</li> <li>Impact of student development culture in school (including PSHE curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Improve Progress 8 and Attainment 8 scores</li> <li>Improved literacy skills of all students</li> <li>Improved CPD and QA systems for teaching staff</li> <li>Implemented and embedded a student development culture in school (including an effective PSHE curriculum)</li> </ul>	<p>From analysis of 2022-2023 GCSE Results, progress and attainment have improved from last year (and from 2019).</p> <ul style="list-style-type: none"> <li><b>Progress 8</b> 2023 (-0.28) 2022 (-0.52) 2019 (-0.83)</li> <li><b>Attainment 8</b> 2023 (3.49) 2022 (3.3) 2019 (3.02)</li> <li><b>9-5 in English and maths</b> 2023 (27%) <b>+1%</b> 2022 (26%) <b>+17.8%</b> 2019 (8.2%)</li> <li><b>9-5 in English</b> 2023 (43.2%) <b>+9.4%</b> 2022 (33.8%) <b>+9.2%</b> 2019 (24.6%)</li> <li><b>9-5 in maths</b> 2023 (35.1%) <b>+6.5%</b> 2022 (28.6%) <b>+17.1%</b> 2019 (11.5%)</li> <li><b>9-4 in English and maths</b> 2023 (48.6%) <b>+9.6%</b> 2022 (39%) <b>+4.6%</b> 2019 (34.4%)</li> <li><b>9-4 in English</b> 2023 (59.5%) <b>+6.3%</b> 2022 (53.2%) <b>+4%</b> 2019 (49.2%)</li> </ul>

					<ul style="list-style-type: none"> <li>● <b>9-4 in Maths</b> 2023 (51.4%) <b>+2%</b> 2022 (49.4%) <b>+10.1%</b> 2019 (39.3%)</li> </ul> <p><b>In relation specifically to our PP students</b></p> <ul style="list-style-type: none"> <li>● The number of PP students who achieved 5 standard passes including <b>English and Maths</b> has increased (33.3% in 2023 compared to 29.7% in 2022).</li> <li>● The number of PP students who achieved 9-4 in <b>English and Maths</b> has increased (38.9% in 2023 compared to 35.1% in 2022).</li> <li>● The number of PP students who achieved 9-7 in <b>Maths</b> has increased (11.1% in 2023 compared to 2.7% in 2022).</li> <li>● The average <b>Maths</b> Attainment 8 Grade has also increased (3 in 2023 compared to 2.86 in 2022).</li> <li>● The average <b>Maths</b> Progress 8 has also improved (-0.34 in 2023 compared to -0.45 in 2022).</li> <li>● The number of PP students who achieved 9-5 in <b>English</b> has increased (36.1% in 2023 compared to 32.4% in 2022).</li> <li>● The number of PP students who achieved 99-44 in Combined <b>Science</b> has increased (40.7% in 2023 compared to 34.5% in 2022).</li> </ul> <p><b>From internal analysis of outcomes and attendance there is a clear correlation between progress and attendance.</b></p> <ul style="list-style-type: none"> <li>● Y11 students who had attendance of 100% in 2022-23 totalled a P8 score of +0.3 (PP students = +0.13).</li> <li>● Y11 students who had attendance of 96% - 90% in 2022-23 totalled a P8 score of -0.27 (PP students = -0.59).</li> <li>● Y11 students who had attendance of below 80% in 2022-23 totalled a P8 score of -2.37 (PP students = -2.78).</li> </ul>
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					<p><b>This evaluation supports our decision to focus on improving PP student attendance through our Wider Strategies for 2023-24.</b></p> <ul style="list-style-type: none"> <li>• Analysis of student’s reading age progress using GL Assessments. From analysis of internal data 70% of PP students (Y7-Y10) increased or maintained their SAS in 2021-2022. <i>The Standard Age Score (SAS) is based on the student’s raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year group.</i></li> <li>• “Leaders identify pupils who may need additional support with reading. This includes those pupils who may need support to develop their phonics knowledge. Leaders have implemented new systems to help pupils to read fluently.” OIAMFS Ofsted Report, June 2023.</li> <li>• Improved teaching and learning has contributed to the incremental improvement of outcomes for students demonstrated by the 2023 Progress 8 scores. An effective CPD structure has been put in place that recognises and addresses both individual teacher needs and whole school priorities. Quality Assurance systems have been fully embedded to support staff development and accountability; this has resulted in the vast majority passing their performance management target.</li> <li>• “The curriculum supports pupils’ wider personal development. Pupils gain the knowledge that they need to be ready for their next steps in education and beyond. The PSHE curriculum is well thought through. Pupils benefit from effective careers information, education, advice and guidance. This helps them to make informed decisions about their future.” OIAMFS Ofsted Report, June 2023.</li> </ul>
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Targeted Academic Support	£45,000	Y7-11	<ul style="list-style-type: none"> <li>• Student participation and engagement in Y11 revision and study skills event</li> <li>• Report analysis to assess participation and engagement rates of students using online academic support (E.g. GCSE Pod and Sparx Maths)</li> <li>• Regular reporting of student progress against Accelerated Reader Targets</li> <li>• End of Unit Assessment data used to determine effectiveness of PSHE/RSE (Jigsaw) provision</li> <li>• Student participation and engagement in 1:1 Careers interviews</li> <li>• Use MIS system to determine the number of PP students accessing whole school rewards, enrichment and extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Support students learning and progress so that PP students' progress and their attainment is at least in line with non PP students.</li> <li>• Reading ages of PP students are improving at the same rate or better than non PP students.</li> <li>• PP students' progress and engagement in line with non-PP students in PSHE/RSE</li> <li>• PP students' engagement in Careers (including destinations) in line with non-PP students</li> <li>• School's MIS system provides all relevant data to track and monitor learning, progress and attainment over time</li> <li>• PP students access rewards, enrichment and extracurricular activities at least in line with non PP students</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted academic support (Y11 revision/study skills event) and online academic support (with positive student engagement with GCSEpod and Sparx Maths) has contributed to a positive impact on the incremental improvement of outcomes for students demonstrated by the 2023 Progress 8 scores – see Impact from “Teaching”.</li> <li>• Accelerated Reading lessons timetabled for all KS3 students, with data showing demonstrable improvement to reading ages – see Impact from “Teaching”.</li> <li>• Timetabled PSHE lessons for all year groups following a prescribed and structured PSHE/RSE curriculum using Jigsaw resources. End of topic assessments demonstrate student's learning and progress in this curriculum area.</li> <li>• In 2022-2023, every Y11 student received a 1:1 career's meeting (including Y11 students in alternative provision). From internal analysis (and at the time of writing this report) our NEET percentage for our 2022-2023 leavers was 96% which is above the national and local average.</li> <li>• Whole school rewards activities took place across the year including our whole school rewards trip to Flamingo Land which recognised and promoted good behaviour. Of the 155 students who achieved the sufficient number of positive behaviour points to be invited to the rewards trip, 46% were PP students.</li> <li>• The MIS system used effectively to track learning, progress, behaviour and attendance of this cohort and inform intervention strategies.</li> </ul>
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Wider Strategies	£56,985	Y7-11	<ul style="list-style-type: none"> <li>• Data of student progress and achievement</li> <li>• Analysis of attendance data</li> <li>• Analysis of behaviour data</li> <li>• Evidence from workers caseloads, student voice and <i>Poverty Proofing the School Day Report and Action Plan by Children North East (July 2023)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of student learning, progress and attainment</li> <li>• Consistent improvement in school attendance of targeted cohorts</li> <li>• Consistent improvement in behaviour of targeted cohorts</li> <li>• Improved and sustained wellbeing of targeted cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• Wider strategies have had a positive impact on the incremental improvement of outcomes for students demonstrated by the 2023 Progress 8 scores – see Impact from “Teaching”.</li> <li>• “Most pupils attend school well. Leaders have measures in place to ensure that pupils who do not attend well improve their attendance. They know that they need to continue to work with parents to make sure that all pupils are in school to learn.” (Ofsted, June 2023). From internal attendance data analysis for 2022-2023, PP students have a slightly lower attendance than the average school attendance (85.4% compared to 88.8%). <b>This evaluation supports our decision to focus on improving PP student attendance in our Wider Strategies for 2023-24.</b></li> <li>• Behaviour and attitudes at OIAMFS is good “Leaders have implemented a behaviour system with an emphasis on clear and consistent routines. Pupils respond well to this approach. Low-level disruption in lessons has reduced over time” (Ofsted, June 2023). From internal behaviour data for 2022-2023 there is no significant difference in the number of behaviour incidents between PP students and non-PP students.</li> <li>• From an external visit and audit to our school from Children North East in July 2023 “Although One In A Million School celebrates key events over the course of the year, costs are kept to a minimum or are free. Students felt well supported by their staff at One In A Million School and know that there is always someone to talk to if they are worried about anything. There is a lot of information on the school website for families that keep them up to date with what is going on at school as well as signing posting them to other support.” The report highlighted areas for improvement and recommendations. “1. Many students think that if they cannot afford to pay for a school trip that they won’t be able to go on it.” Recommendation “Ensure that all students are aware of the support available to pay for</li> </ul>
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					<p>trips and how they can access it.” This has already been actioned and is happening “2. Some students do not eat anything at lunch time as they don’t like the food that is on offer or can’t afford anything.”</p> <p>Recommendation “Discuss with the catering team if there could be more hot food options available with a greater price range.” A new catering manager is at the school, the uptake of Breakfast Club and students eating and enjoying their food has increased significantly. “3. Students have to provide their own every day equipment. If they forgot anything then they have to buy equipment when they arrive at school.”</p> <p>Recommendation “Provide all students with everyday equipment for free. Ensure that all classrooms have a stock of basic equipment for students to borrow.” All classrooms have a stock of basic equipment that students can use and borrow.</p>
Total	£185,236				