

Pupil Premium Strategy Statement – One In A Million Free School 2024-2025

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
School name	One In A Million Free School
Number of students in school	378 (October 2024 School Census)
Proportion (%) of pupil premium eligible students	49.2% (October 2024 School Census)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	J Hobbs, Principal
Pupil premium lead	T Coles, Vice Principal
Governor / Trustee lead	C Schofield, Chair of Governing Board

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,400
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£176,400

Part A: Pupil Premium Strategy Plan

Statement of Intent

One In A Million Free School (OIAMFS) is committed to ensuring that all students, irrespective of their background or the challenges they face, achieve or exceed their potential and secure their next steps. The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve this goal.

Our 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students achieve or exceed their potential and secure their next steps. We will ensure that Pupil Premium funding reaches the students it is intended for and makes a significant impact on their lives.

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations and aspirations of what they can achieve
- Close the attendance gap between disadvantaged students' and non-disadvantaged students
- Embed more effective practice around feedback and Assessment for Learning for all students (including disadvantaged students)
- Provide effective additional and appropriate support to improve the literacy progress and attainment of all disadvantaged students (in particular EAL/New To English students)
- Offer opportunities, experiences and a sense of belonging for all students at OIAMFS (including disadvantaged students)

As recommended by the DfE, this is a three-year plan from 2024/25 - 2026/27.

Challenges

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

Challenge number	Detail of challenge
1	<p>Deprivation. One In A Million Free School (OIAMFS) serves a local community with high levels of social deprivation. 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.</p>
2	<p>Aspirations, ambitions and parental engagement. Engagement from some parents of disadvantaged students is low, reducing the impact of the home-school partnership, resulting in these students lacking focus and application at school. Significant numbers of disadvantaged students require extensive pastoral support with behaviour routines, acquisition of social skills, organisation, mental health and support with emotions & relationships. Limited aspirations for the future also mean that some disadvantaged students do not fully value the impact of being successful in school and often present with low self-esteem and lack self-confidence.</p>
3	<p>Attendance. Our attendance data over the last three-years indicates that the attendance gap between FSM6 students and non-FSM6 students has increased. (2022-2023 = 5.7%, 2023-2024 = 6.9%). We have also seen an increased percentage of disadvantaged students who have been 'persistently absent' compared to their non-disadvantaged peers during this period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p>Literacy. There is a literacy gap for many of our disadvantaged students, who arrive at school with below age-appropriate levels of reading and writing (over that last three years, this is around 40% of each Year 7 intake). 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. In addition to this, research from the National Literacy Trust indicate that two in three children and young people in the UK do not enjoy reading for pleasure.</p>
5	<p>EAL. Although our student cohort is extremely mobile our proportion of EAL students is always significantly above national average at around 65–70%. Currently (Dec' 2024), 65% of our Pupil Premium/FSM6 students are also EAL, meaning that these 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.</p>

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
<p>Progress of PP students is at least in line with non-PP students and national benchmarks</p> <p>Attainment of PP students is at least in line with non- PP students and national benchmarks</p>	<p>Progress 8 score of 0 or above</p> <p><i>For 2024-2025 and 2025-2026 there will be no official P8 data, however we will use internal school data based on CAT4 tests.</i></p> <p>Attainment 8 score of 40 (4.0) or above.</p>
<p>Attendance – PP students attend school regularly</p>	<p>PP attendance is at least in line with non-PP and with local and national benchmarks.</p>
<p>Behaviour of PP students is positive and they complete work to their best of their ability.</p>	<p>Behaviour Data shows that sanctions issued to PP students are in line or lower than non-PP students and national benchmarks.</p>
<p>PP students engage with a range of enrichment/extra-curricular activities and have aspirations for the future.</p>	<p>Enrichment/extra-curricular data shows that attendance from disadvantaged students is in line with their non-disadvantaged peers.</p>
<p>PP students are confident, able to express themselves eloquently and have high aspirations for the future.</p>	<p>100% Positive destinations data; including details relating to the level of course being studied (FE/Sixth Form/Apprenticeships) for PP students, with NEET figures (0%).</p>
<p>Parental Engagement improves.</p>	<p>Parental engagement at events such as Parents' Evenings is at least 70%.</p>

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: **£57,684**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Lead Practitioner (English)</p> <p>£26,760</p>	<p>Our Lead Practitioner (English) will continue to:</p> <ul style="list-style-type: none"> Oversee and lead on curriculum intent including high quality reading and vocabulary acquisition across the curriculum leading to improved outcomes in English Language and English Literature in the summer of 2025 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. <p>All of which are promoted and supported by the DfE's Reading Framework document. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</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. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</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 outcomes in English Language and English Literature in the summer of 2025. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	<p>2, 3, 4 & 5</p>
<p>Retention of Lead Practitioner (Maths)</p> <p>£27,424</p>	<p>Our Lead Practitioner (Maths) will continue to:</p> <ul style="list-style-type: none"> Support our disadvantaged students to make a successful transition between primary and secondary school by attaining a good understanding of their strengths and weaknesses and providing them with structured intervention Oversee and lead on Sparx Maths to supplement and support our Maths curriculum leading to improved outcomes in Maths in the summer of 2024 Model and train Maths staff on teaching strategies for solving problems leading to sustained improvements in the mathematics of PP students as demonstrated by their diagnostic assessment. <p>All of which are promoted and supported by the EEF's DfE's Improving Mathematics in Key Stages 2 and 3 Guidance Report. 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</p>	<p>2 & 3</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. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</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 outcomes in Maths in the summer of 2025. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	
<p>Retention of Head of Department (Maths)</p> <p>£2,500</p>	<p>Our Head of Department (Maths) will continue to:</p> <ul style="list-style-type: none"> • Oversee and lead on curriculum intent including high quality mathematics and numeracy across the curriculum leading to improved outcomes in Maths in the summer of 2025. • 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. <p>All of which are promoted and supported by the EEF's DfE's Improving Mathematics in Key Stages 2 and 3 Guidance Report. 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</p> <p>Our Head of Department (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. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	<p>2 & 3</p>
<p>Staff CPD on Assessment for Learning (including Marking and Feedback)</p> <p>Resources (E.g., MWBs)</p> <p>£1,000</p>	<p>From EEF recommendations we have prioritised high-quality teaching in our spending, including embedding effective Assessment for Learning strategies (particularly the use of Mini White Boards, effective circulation and targeted questioning) by staff in all subjects.</p> <p>Our new Marking and Feedback policy (focussing on more frequent whole class feedback) will also be embedded through staff CPD and quality assurance.</p> <p>Using more effective practice around feedback demonstrates significant benefits, particularly for disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Effective circulation also helps establish and maintain a positive classroom culture by intentionally monitoring, connecting with, encouraging, guiding and supporting all students to demonstrate expected behaviours and engage in learning tasks. https://www.edresearch.edu.au/sites/default/files/2023-12/circulation-aa.pdf</p>	<p>2, 3, 4 & 5</p>

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

Budgeted cost: £52,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Literacy Intervention Lead</p> <p>£25,816</p>	<p>Our Literacy Intervention Lead will continue to:</p> <ul style="list-style-type: none"> • 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 • Ensure that high quality KS3 library reading lessons and comprehension/grammar lessons are being delivered, which results in a demonstrable improvement in the reading ages of PP students • 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 • Ensure that Disciplinary Reading is taking place in every subject lesson, including pre-teaching subject specific (Tier 3) words, reading subject texts and asking comprehension questions about the text. <p>All of which are promoted and supported by the DfE's Reading Framework document https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> <p>Our Literacy Intervention Lead is trained to deliver a DfE validated systematic synthetic phonics programme to improve the reading ages of PP students as demonstrated by their diagnostic assessment. Our Literacy Intervention Lead will also continue to train members of SLT in delivering phonics as well as regularly quality assuring this provision. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p>	<p>1, 2, 3, 4 & 5</p>
<p>Invest in ICT software and assistive technology to support the learning of PP EAL students.</p> <p>£26,492</p>	<p>ICT equipment will 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). https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/</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. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>1, 2, 3, 4 & 5</p>
<p>EAL Training for selected staff</p> <p>£6500</p>	<p>We will support staff in receiving training on how:</p> <ul style="list-style-type: none"> • To explore the challenges commonly faced by newly arrived students, particularly those new to English • To embed strategies that promote social, academic, and linguistic inclusion for newly arrived students • To develop a better understanding of how to foster a welcoming and supportive learning environment for students new to English. • To gain tools to enhance both the language development and overall integration of newly arrived students into our school community. 	<p>1, 2, 3, 4 & 5</p>

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

Budgeted cost: **£66,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of OIAMFS Attendance Officer £42,700 Band 33	<p>Our Attendance Officer will:</p> <ul style="list-style-type: none"> • Contribute to raising achievement by improving school attendance • Provide a specialist service to assist the school in meeting their obligations and targets in relation to school attendance, especially persistent absence • Lead a holistic approach in understanding students and their specific need and address the specific barriers to attendance that have been identified • Promote positive attitudes by students and families towards education and to ensure that parents are made fully aware of their statutory responsibilities • Make contact with families to assess the reasons impacting on the attendance of individual students, facilitating their return or access to regular full time education provision • Establish and develop a professional service to support the school in raising attendance, investigating persistent absences and improving punctuality <p>All of which are promoted and supported by the EEF's Supporting School Attendance document https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance and the DfE guidance on attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2 & 3
Rewards and promotion of attendance £1,000	To ensure that the improvement in attendance is recognised and rewarded.	1, 2 & 3
School-Home Support (SHS) £2,700	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.	1, 2 & 3
One In A Million PP Hardship Fund £20,000	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.	1, 2, 3 & 4

Total budgeted cost: £176,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on students in the **2023 to 2024** academic year.

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our Pupil Premium students performed lower in their Attainment 8 figure (23.98) compared to their non-disadvantaged peers (33.27). Progress 8 was also lower for our PP students (-1.62) compared to our non-PP students (-0.69). However, the percentage of students who achieved a 9–7 in both English and Maths was higher for our PP students (3.2%) compared to our non-PP students (2.2%).

Our EAL students had a significantly positive P8 % (27.8%) compared to non – EAL students (18.5%). This was also demonstrated in the data showing that the P8 for our EAL students was -1.03 compared to our non-EAL students (-1.20).

To help us gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged students at national and local level and to results achieved by our non-disadvantaged students (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our attendance data over the last three years indicates that the attendance gap between disadvantaged students and non-disadvantaged students has increased. (2022-2023 = 5.7%, 2023-2024 = 6.9% and YTD 2024-2025 = 8.7%).

Based on all the information above, the performance of our disadvantaged students did not meet expectations, and we have not achieved the outcomes we set out to achieve by 2023/24, as stated in the Intended Outcomes section in last year's three-year PP strategy.

Our evaluation of the approaches delivered last academic year indicates that although our literacy focus had impact (45% of Year 7 students improved their Standard Age Score (SAS) for reading, 44% of Year 8 students and 25% of Year 9 students), our strategies to improve outcomes and attendance for PP students were found to be less effective during the previous academic year.

We have reviewed our three-year strategy plan and made changes to how we intend to allocate some of our budget this academic year.