

Pupil premium strategy statement One Degree Academy

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	One Degree Academy
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jo Addleton, Principal
Pupil premium lead	Gary Collison, Assistant Principal
Governor / Trustee lead	Hassan Damluji

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,926
Recovery premium funding allocation this academic year	£14,790
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	£166,716

Part A: Pupil premium strategy plan

Statement of intent

At One Degree Academy our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or access early help provided by the local authority or within One Degree Academy using our own early help provision. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery in terms of covid catch up, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils who were affected academically by covid.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged within the classroom and at home
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<i>Social, Emotional & Mental Health –</i> Our safeguarding statistics and pupil surveys have identified social and emotional issues for many students. These challenges particularly affect disadvantaged pupils, including their attainment.
2	<i>Knowledge Gap –</i> Assessments, observations, and discussions with pupils indicate under-developed maths skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<i>Poor Attendance –</i> Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils', or pupils for whom have safeguarding concerns.
4	<i>Phonics and Reading –</i> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	<i>Cultural Capital -</i> Pupils have limited experiences beyond their home life and immediate community.

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 outcomes	Success criteria
Improved Social, Emotional & Mental Health	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice surveys, and parent surveys and teacher observations. Annually assess progress to make sure we are in line with our target • a significant increase in participation in extracurricular and enrichment activities, particularly among disadvantaged pupils

<p>Improved maths attainment for disadvantaged pupils at the end of KS2</p>	<p>KS1 and KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being equal ● the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
<p>Improved phonics and reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>KS1 phonics screening in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>To close the knowledge gap between children who missed significant part of school during covid</p>	<p>Outcomes in all areas of the curriculum are at the expected standard by 2024/25</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: £45,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD. Senior lead for Maths. We will provide leadership time for senior Maths Mastery lead to sustain the improvements made in Maths last year</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2, 4

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Developing staff through SLT led precision coaching	<p>We need to sustain the excellent quality of Teaching and Learning. This knowledge gap is likely to have increased as a result of covid. All teachers received coaching which was tracked and analysed. Teaching and learning remains at least good.</p> <p>EEF Effective Professional Development</p>	2

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

Budgeted cost: £90,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4
Additional Intervention Teacher Staffing in EYFS, KS1 and KS2	<p>There is strong evidence to suggest that small group tuition has an average impact of four months' additional progress over the course of a year:</p> <p>Small Group Tuition EEF</p>	2, 4
Additional Associate Tutor Staffing in EYFS, KS1 and KS2	<p>There is strong evidence to suggest that small group tuition has an average impact of four months' additional progress over the course of a year:</p> <p>Small Group Tuition EEF</p>	2, 4

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

Budgeted cost: £31,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to work with targeted (PP) parents and children to develop SEMH capacity, building teams around children to support learning	<p>60% of parents who attend our family learning sessions and coffee mornings are pupil premium parents. The average number of PP behaviour incidents is lower than non PP children. The number of behaviour incidents has fallen across the school.</p> <p>EEF Social & Emotional Learning</p>	1
Student hardship fund - to provide tech support to Pupil Premium students. We believe great care underpins everything we do and provides the bedrock to enable our students to progress.	<p>We need to continue to support our PP children to ensure they are able to fully participate in home learning. This has consistently been a barrier.</p> <p>EEF Using Tech to Improve Learning</p>	2, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance</p>	3
After school clubs - PPM children offering 85% discount to enable children to attend a club	<p>This will enable all students to access the same experiences and learning as their peers.</p> <p>EFF Extending School Time</p>	1, 3
Develop the classroom libraries and available resources to our after	<p>Many of our PP children may not have access to age appropriate books to help</p>	2

<p>school care club by improving the quality and variety of books stocked.</p>	<p>with reading. We will improve the range of books available to students. EEF Reading - Comprehension</p>	
<p>Run a daily breakfast club</p> <p>We will continue to provide this service. We use a booking service which allows us to prioritise PP and key worker children.</p>	<p>Although there is only a small gap in attendance between PP and non PP children. 44% of students attending breakfast clubs are pupil premium students, including a free breakfast club for children travelling on the school bus.</p> <p>EEF Extending the school day</p>	<p>1, 3</p>
<p>Promote opportunities for trips and experiences that students may not have outside of their home</p>	<p>Internal research suggests that a high number of our disadvantaged students in all year groups do not have access to cultural capital outside of school</p> <p>EEF Essential Life Skills</p>	<p>5</p>

Total budgeted cost: £166,716

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 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower compared to non PP children, but an improved level of progress was shown in all year groups due to consistent high level targeted interventions which took place to combat the gap.

Our assessment of the reasons for these outcomes points primarily to the significant Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact of ODA IP (Intervention Plans) resulting from data and analysis days was strong. These days allowed teaching teams to deep dive into the progress of their students, then action a targeted plan to help all children but particularly PP children close any gaps in their learning. Our most recent Key Stage 2 SATS results were excellent where our students achieved 92% combined compared to 52% nationally. Pupil Premium children nationally achieved the expected grade in their Key Stage 2 SATS whereas at One Degree Academy, 92% of Pupil Premium children achieved the expected grade.

Overall attendance in 2022/23 was slightly higher than in the preceding year at 95%, it was also higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence higher. These gaps are why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health significantly improved again upon last year, primarily due to consistent, explicitly structured opportunities for our students to access their SEMH mood metre or reflective journals in class which contributes to One Degree Academy's desire to combat SEMH issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. The removal of restrictions also allowed us to begin school trips, which were well received by children and allowed us to impart our cultural capital promise. We have targeted disadvantaged pupils at One Degree by setting a lower

price structure for all after school extra curricular clubs. Any student who is pupil premium pays half of what a non pupil premium child would pay. We have also given all pupil premium students free access to our daily breakfast club, whereas non pupil premium students are charged a small daily fee.

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
Maths programme whole school	Maths Mastery
Core Knowledge whole school scheme	Oxford University Press
PE whole school scheme	Get Set 4 PE
PSHE whole school scheme	Kapow
RWI Phonics & Spelling	Oxford University Press
The Write Stuff English whole school scheme	The Training Space
Letter Join Handwriting	Green Tempest
Spanish Quizzing	Quizlet
Times Tables Rock Stars	Maths Circle
Charanga Music scheme whole school scheme	Enfield Music Services
RE whole school scheme	Charles Dickens Primary School