

Ormiston Sir Stanley Matthews Academy Pupil premium strategy statement

1. Summary information					
School	Ormiston Sir Stanley Matthews Academy				
Academic Year	2020/21	Total PP budget	£415319	Date of most recent PP Review	Jan 2020
Total number of pupils	1103	Number of pupils eligible for PP	468 (42.4%)	Date for next internal review of this strategy	Nov 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ in English and Maths ‘Standard Basics’		
	66%	70%
% achieving 5+ in English and Maths ‘Strong Basics’		
	50%	43.2%
Progress 8 score average (Provisional Data)		
	+0.50	0.00
Attainment 8 score average		
	50.69	46.7
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Literacy skills on entry are lower for L5 students who are disadvantaged than for other pupils which prevents them from progressing at a similar rate to non- disadvantaged L5 students. (Fresh Start Programme).	
B.	DHPA pupils progress 8 score is 0.76 which is in-line with non-disadvantaged pupils.	
C.	Aspiration/attitude to learning of identified DHPA learners is not commensurate with their ability.	
D.	Attendance of OSSMA PP pupils (92.7%) is below that of OSSMA non-pp students (94.3%) and that of PP students nationally (92.8%).	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	The attitude to learning and aspirations of pupil premium students in the academy (1.98) is higher than that of non PP students (1.87)	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Increase the proportion of L5 PP students in year 7 who have reading and spelling ages at least in line with their chronological age to at least 75% by the end of year 8.	Evidenced through evidence from Accelerated reader assessments. Also results from nationally standardised end of year tests in English and Maths. Also results

		from annual reading and spelling assessments.
B.	The attainment 8 score of DHPA students to close completely in relation to the national average of non-pp students from currently - 8.82 to 0.00	End of year examination results and information derived from validated data
C.	75% of all Y10 L5 PP students to have accessed 'Russel Group' university visits/ residentials.	½ termly data reviewed.
D.	Attendance of L5 PP students to be in line with or above NA but also above that of non-pp students nationally (95.9%)	Review of attitude to learning data collected at regular assessment points throughout the year.

5. Planned expenditure					
Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve teaching techniques to develop deeper learning and greater levels of understanding	Introduction of Knowledge Pedagogy department meetings into the continued professional development plan for the academy	Feedback from middle leaders in the academy as the best use of shared time as a department.	Full staff training to be given to introduce the new structure of collaborative planning and pedagogical approaches	AP Teaching and Learning	Reviews will be conducted on an ongoing basis via learning walks, lesson observations, meeting review and collection of minutes.
Improved L5 PP outcomes via individual teaching and tuition	Target Y11 most able disadvantaged students for one to one tuition in English, Maths and Science using the best staff to deliver provision.	Sutton Trust evidence demonstrates moderate impact and past implementation of this strategy has proved successful. High quality tuition delivered by our own teachers to targeted students (L5PP) moderate impact and past	Careful selection of students and teachers followed by rigorous tracking of attendance and quality assurance of delivery to ensure high quality provision	DOF/HOD English, Maths and Science	Ongoing after each tested point during the tuition cycle
Improved Outcomes	Additional staffing in core subjects (English, Maths and Science)	Builds the capacity for more creative curriculum planning and caters for after school tuition, one to one tuition, smaller class sizes etc.	Constant monitoring and evaluation of the quality of teaching and learning. Half termly learning walks. Tested assessments every 2 weeks in Maths &	DOF Maths/English and Science	Continual monitoring via assessment data, examination results and testing points.

			Science		
Total budgeted cost					£ 150,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes for SEN PP	Provision of Teaching Assistants for 40% of Pupil Premium Students who are SEN	SEN students were the highest Performing group in the school in 2019 evidence suggests that TA's had a significant impact	Students with specific needs are identified and given appropriate TA allocation time	SENCO	Ongoing review. GCSE Results publication to analyse impact.

Improved Transition	Primary Liaison – Staff in English and Maths delivering curriculum content from KS3 while consolidating KS2 learning.	EEF toolkit highlights that this has high impact	Use of KS2 SATs plus GL assessments to highlight areas of underperformance and adjust SOW accordingly.	DOF E&M also KS3 pastoral lead	Review of impact will take place when transition tests in English and Maths take place at the beginning of year 7.
Feedback	No marking policy introduced to enable greater focus on reviewing students learning and improving students work through specific and focused feedback	EEF toolkit highlights that this has high impact +8 months	Regular reviews of feedback will take place through the academic year. All students will undertake nationally standardised testing in English, Maths and Science at the end of the academic year	SAP/AP responsible for assessments/mark ing	Review of impact will take place at regular assessment points, end of year test results etc. Learning walks and work scrutiny.
Small Group Tuition	Weekly intervention cycle and Saturday school initiative – Target Year 11 across a range of subjects	Small group tuition has some impact according to EEF toolkit	Targeted students will be invited to attend Saturday sessions in a variety of subjects PP students and in particular L5 students are the main students group targeted.	DOF	Assessment points, mock examination performance, statutory examination results
Mentoring	DHPA programme for L5 PP students allocated senior or middle leader.	Identified Year 10 and 11 Mentoring programme for L5 pupil premium students. EEF toolkit suggests high impact	Mentors will be members of SLT or MLT who will meet with students on a weekly basis to ensure that students are maximising their potential	Extended SLT - Pupil Premium Lead	Assessment points, mock examination performance, statutory examination results

Attendance	Regular monitoring of PP students and in particular L5 PP student. Initially focusing on PA students from previous academic year.	EEF toolkit evidence.	Letters sent to PA students from the previous year giving them attendance targets. Postcards sent home congratulating PP students on ½ termly attendance. Regular meeting with attendance officer to review PP student's attendance.	Extended SLT - Pupil Premium Lead	Assessment points, mock examination performance, statutory examination results
Homework	Homework based on revision of knowledge organisers to ensure students have greater retention of factual subject knowledge	EEF toolkit suggests this has the potential for 5+ months gains	Knowledge organisers produced for all year groups to be used for regular homework and pre-assessment revision	AP – Home Learning	Assessment Points, end of year progress tests, GCSE examination results, mock examination outcomes
Total budgeted cost					£102,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increasing Opportunity	Alternative Education Initiative – Directly aimed at Pupil Premium students	Aimed at students who wish to pursue a form of alternative education outside of the academy which is	Trusted providers will be selected which are appropriate for students individual needs and one where	AP responsible for Alternative Provision.	Ongoing basis through placement visits and external reports on progress.

	who require alternative provision.	tailored to their specific needs and future career aspirations.	we can easily track the progress of that student.		
Behaviour Intervention	Alternative Education Initiative – directly targeted at 1 year 10 and 1 year 11 student at risk of exclusion.	Aimed at students who wish to pursue a form of alternative education outside of the academy which is tailored to their specific needs and future career aspirations. But also may inspire them to change their current behaviours and improve their life chances.	Trusted providers will be selected which are appropriate for students individual needs and one where we can easily track the progress of that student.	AP responsible for Alternative Provision.	Ongoing basis through placement visits and external reports on progress.
Mental Health/Student Services	MAC's Place intervention provided for identified Pupil Premium students.	Social and Emotional Aspects of Learning. EEF toolkit suggests potential 4+ months gains	A variety of social/emotional intervention for students who require it via our 'MAC's Place provision.	AP/SENCO/MACS Place Co-ordinator	Assessment Points, end of year progress tests, GCSE examination results, mock examination outcomes. A2L scores etc.
Total budgeted cost					£65,000

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the performance of SEN students	Provision of Teaching Assistants for 30% of Pupils	Partial Success: Progress 8 scores for SEN students was +0.21	P8 scores for SEN students were positive in relation to all comparable NA's Provision will continue	£30,000

Improve achievement	Saturday School Initiative – Target Year 11 across a range of subjects.	Personnel changes in the Maths department with a new DoF meant that PP students benefited from high quality teaching from more experienced, specialist staff members. The number of PP students in the 3 classes affected were 36 of which 29 made positive progress in maths individually.	Attendance and the chasing up of L5 PP students who were harder to reach was a key issue. We will continue with this approach and attendance to these sessions is high. However it is crucial that the right students are targeted for this intervention.	£10,000
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve literacy	One to One Literacy Intervention programme. Improve standards of literacy across the academy	23 students took part in the one-to-one literacy intervention between June 2018 to July 2019 and the average gain per student in reading ages (as measured by 'Accelerated Reader') was 23 months.	Initiative to continue with 32 students assigned to take part in the next 12 months.	£20,000

Transition	KS3 English, Maths and Science targeted intervention in Years 7, 8 and 9 for Pupil Premium Students using information from GL end of year assessments in Eng/Maths and Science	Success: The introduction of nationally standardised tests in English and Maths meant that QLA of tests allowed subject leaders to amend future schemes of work to better reflect the strengths and weaknesses of the students and ensure that programmes of study are correct.	Initiative will continue and will now expand to include Science as GL assessment have now released tests based on new curriculum content. Evidence suggests success as EOY progress tests in English and Maths demonstrate considerable gains at KS3.	£10,000
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Progress	English					Mathematics					Overall				
	School	National	National	School	National	School	National	National	School	National	School	National	National	School	National
	Score	Non-PP	PP	Gap (vs Non-PP)		Score	Non-PP	PP	Gap (vs Non-PP)		Score	Non-PP	PP	Gap (vs Non-PP)	
2015/16 (F)	0.00	0.09		-0.09		-0.16	0.11		-0.27		0.02	0.12	-0.38	-0.10	-0.50
2016/17 (F)	-0.37	0.11		-0.48		-0.26	0.11		-0.37		-0.03	0.11	-0.40	-0.14	-0.51
2017/18 (F)	-0.24	0.11	-0.44	-0.35	-0.55	-0.24	0.12	-0.39	-0.36	-0.51	0.11	0.13	-0.44	-0.02	-0.57
2018/19 (P)	-0.08					-0.20					0.18				
Attainment	English					Mathematics					Overall				
	School	National	National	School	National	School	National	National	School	National	School	National	National	School	National
	Score	Non-PP	PP	Gap (vs Non-PP)		Score	Non-PP	PP	Gap (vs Non-PP)		Score	Non-PP	PP	Gap (vs Non-PP)	
2015/16 (F)	10.00	10.98	9.00	-0.98	-1.98	8.63	10.41	7.92	-1.78	-2.49	46.54	53.30	41.10	-6.76	-12.20
2016/17 (F)	8.74	10.58		-1.84		7.77	9.70		-1.93		43.53	49.76	37.00	-6.23	-12.76
2017/18 (F)	8.66	10.58	8.09	-1.92	-2.49	7.43	9.77	7.01	-2.34	-2.76	42.96	50.14	36.73	-7.18	-13.41
2018/19 (P)	9.36					8.00					45.56				

7. Additional detail

- Pupil Premium review was undertaken on 28th January 2020.
- Referenced the most effective ways to support disadvantaged pupils achievement (DFE and NFER)
- Sutton Trust Report (tool kit) used to formulate responses.

Recommendations:

Literacy

- Pupil premium budget to continue to pay for ND to complete interventions in English. To enhance the impact of this, AW to speak to AF and organize a LSA training session led by ND to train LSA's on skills to improve reading ages to ensure a wider impact of this intervention to a greater proportion of PP students.
- Learning walks of Year 8 AR lessons to take place to build a context. Pupil voice of Year 8 PP students regarding their engagement of AR. This will then inform a meeting with JG to specifically discuss improving the impact of AR within KS3.
- JG must engage with PP students and parents more to encourage attendance at Tuesday morning reading club. Impact of this club must be measured.
- Meeting with JG to inform that part of her job role must be to track to the impact of interventions for PP students within literacy from Year 7 to Year 11. Also, literacy interventions for PP students in Year 9 and 10 must take place and their impact tracked. AW to oversee this.
- AW to rearrange meeting with RJ regarding impact and targeting of fresh start for PP students as this meeting was cancelled due to cover teaching requirements.

Attendance

- JL to produce weekly reports for HOY and Form tutors on the PP students with an attendance of 85%-92%. HOY to ask form tutors weekly to have a discussion with these students from their form to develop a mentoring role on attendance. AW to attend HOY meeting and outline this.
- JL to send AW a weekly report of PP attendance
- AW will monitor JL and HOY in ensuring that individualised interventions are implemented to support the attendance of PP students.

SEN

- PP SEN students are now tracked separately through the SEN passport evenings and a column to identify if a pupil is PP has been added to the SEN register.
- AW to meet with AF to highlight the triple hitters (PP, SEN and MH) and review the current provision for these students. Where required a LSA mentor will be allocated to support the student. The effectiveness of this programme must be tracked.
- AW to meet NS and ask for further monitoring of PP students that are accessing this support in order to ensure a link between mentoring and support accessed.
- Teaching and learning meetings must incorporate strategies to discuss how LSA's can be effectively used within the classroom to support our most vulnerable students. 1 in 4 teaching and learning meetings should focus on how to ensure the use of effective support.
- Review LSA training schedule with AF and create a rolling rota for departments to deliver upskill training to LSA's to enhance subject knowledge to allow for LSA's to have an impact on more students within a class.

Cultural Capital

- Liaise with higher horizons to look at funding for further enrichment to Russell group Universities and other funded opportunities that the academy can take advantage of.
- AW to review trip policy to ensure that all staff organising an enrichment opportunity have a responsibility to identify PP students attending the trip but also to ensure that they are supported with additional funding for the trip.
- AW to raise awareness of teacher responsibility regarding selection of students who attend visits through the whole staff training. This is to ensure that teachers are aware of their responsibility to provide enrichment opportunities for our most disadvantaged students.
- AW to ask DOF's (in scheduled DOF meeting) to run a trip this academic year focused on KS3 students where 60% of students attending are PP.
- Ensure that this year's Summer school provision is targeted at disadvantaged students.

Further Actions

- AW to run whole school staff training outlining the importance of PP, the whole school picture with regard to PP and what each stakeholders expected role within PP is (Form tutor, class teacher, HOD, DOF, LSA, SLT).

- AW to lead DOF meeting ensuring that DOFs are aware of their responsibility to PP students with particular regard to staffing, class size and intervention. AW to monitor their leadership of this. Focus on KS3 top set classes and the link with staffing and DHPA students. Trip funding and all faculties asked to ensure that a KS3 enrichment opportunity takes place before the end of the academic year with 60% of those attending being PP.
- JB to roll out the 'I can' programme with more students to increase impact in Year 9 and 10. This will now include the top RTL and SSC referrals.
- Homework data is analysed and the top PP offenders for each year group have been identified. Intervention with these students will happen weekly during form time to support current policy as an extra layer of monitoring to promote engagement with academic work.
- Student voice from PP students about their experiences – this has been requested of WT but has not happened. AW and SLT LM to chase.
- AW to direct BG on a KS3 early intervention PP mentoring programme to prevent underachievement in later years. This programme must be robust and well monitored and tracked.
- KS4 SLT PP mentoring scheme to continue from last year