

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Ormiston Sir Stanley Matthews Academy |
| Number of pupils in school | 1133 |
| Proportion (%) of pupil premium eligible pupils | 44.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | Sept 2021 |
| Date on which it will be reviewed | Sept 2022 |
| Statement authorised by | N Brennan |
| Pupil premium lead | N Brennan |
| Governor / Trustee lead | C Law |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £416,930 |
| Recovery premium funding allocation this academic year | £62,495 |
| 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 | £479,425 |

Part A: Pupil premium strategy plan

Statement of intent

- To remove any barriers to student success and aspiration. Closing the gaps between pupil premium students and their peers, mitigating academic and wider contextual factors to accelerate their success as students.*
- Our curriculum looks forensically at our students and their respective contexts and starting points. We then encourage and support our students through a range of academic and developmental experiences to enable them to grow into confident, empathetic and kind people.*
- All students will be provided with the knowledge and skills needed to lead positive lives, improving not only themselves but the community around them and beyond.*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Knowledge deficit – as a result of reduced time in a consistent learning environment due to Covid |
| 2 | High levels of socio-economic deprivation, resulting in a cultural deficit of experiences and opportunities |
| 3 | Resources in School, both financially and personnel are more constricted than ever before. |
| 4 | Mental Health issues have increased beyond levels previously experienced (which was already higher than national) with more students seeking support with their mental health than ever before. |
| 5 | Responding to a shift in employment landscape and employability patterns. The sectors expanding and the skills required to access them, |

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 |
|---|--|
| All Students to have a reading age of 12 or above before their GCSE courses in year 10 | WRAT testing shows 100% 12 years and above |
| The A8 & P8 gap between PP and non-PP students reduces | The gap is smaller than nationally and the internal trend is improving |
| Attendance of pupil premium students to be in line nationally/internally with non-pp students | The gap is smaller than nationally and the internal trend is improving |
| NEETS figures for PP in line with PP | The gap is smaller than nationally and the internal trend is improving |
| PP students have access to as many personal development opportunities as non-PP students | The internal trend is improving |

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: £140,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Implementation of Direct Instruction</i> | Project 'Follow Through' – USA 1967-77. Variety of pedagogical stances from Schools with significant +P8 score | 1, 2, 5 |
| <i>Staff Coaching programmes</i> | Coaching for performance; Sir John Whitmore Basic Coaching; Andy Buck GROW Model (Whitmore model) Leverage Leadership: Bambrick-Santoyo | 4, 5 |
| <i>STEM curriculum, commonality in approach across disciplines</i> | <u>OfSted: Learning creative approaches that raise standards.doc (ioe.ac.uk)</u> | 1, 2, 5 |
| <i>Increased opportunity for Oracy in curriculum time</i> | University of Cambridge: Oracy assessment toolkit; Neil Mercer English Speaking Union, www.esu.org | 1, 2, 4, 5 |

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

Budgeted cost: £139,425

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Assertive mentoring: Every year 11 pupil Selected KS3 pupils</i> | <u>Mentoring EEF</u> (educationendowmentfoundation.org.uk) | 1, 4 |
| <i>Recruited 3 intervention coaches in: English Maths Science</i> | <u>Small group tuition EEF</u> (educationendowmentfoundation.org.uk) | 1, 2, 5 |
| <i>Employed extra teachers in Science and Maths to enable increased frequency of intervention</i> | Internal data | 1, 3 |
| <i>Introduction of a period 6 intervention timetable to target students specifically for a varied range of academic support</i> | Of the students who attended 92% of intervention sessions or above made 0.78 grade improvement when compared to the Year 10 mock assessment. | 1, 2, 5 |

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

Budgeted cost: £200,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Employed a student welfare and support coordinator</i> | <u>Mentoring EEF</u> (educationendowmentfoundation.org.uk) <u>Social and emotional learning EEF</u> (educationendowmentfoundation.org.uk) | 2, 4 |
| <i>Magic Breakfast every morning</i> | An average of 400+ pupils a day attended Magic Breakfast prior to the Covid Pandemic | 2, 4 |

| | | |
|--|--|------|
| <i>Extended Personal development offer</i> | DfE Character Education Framework 2019 | 2, 4 |
| <i>Increased use of external agencies to aid personal development (well-being, attendance and behaviour)</i> | <u>Arts participation EEF</u> <u>(educationendowmentfoundation.org.uk)</u> SEAL programmes in Schools: Evaluation, Neil Humphrey | 2, 4 |
| <i>New Values-based reward system launched</i> | Creating a Culture: How School Leaders Can Optimise Behaviour; Tom Bennett | 2, 4 |

Total budgeted cost: £479,425

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.