

# Pupil premium strategy Review - Ormiston SWB Academy

## School overview

Metric	Data
School name	Ormiston SWB Academy
Pupils in school	1157
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	536,000 (approx.) 134 per quarter
Academic year or years covered by statement	7-11
Publish date	November 2020
Review date	September 2021
Statement authorised by	Rod Hughes - Principal
Pupil premium lead	Dan Mason – Vice Principal
Governor lead	Sue Watson

## Disadvantaged pupil performance overview for 2020-21\*

Progress 8	-0.02 TAG 2020-21 <b>(+0.22)</b>
Ebacc entry	4% <b>(-1%)</b>
Attainment 8	41.6 TAG 2020-21 <b>(+3.2)</b>
Percentage of Grade 5+ in English and maths	24% TAG 2020-21 <b>(+7%)</b>
<p>*Due to the COVID-19 Pandemic in the academic year 2020-21, schools in England provided 'Centre Assessed Grades'.</p>	

## Strategy aims for disadvantaged pupils –

Aim	Target	Target date
<b>Progress 8</b>	Achieve top quartile for progress made by disadvantaged students amongst similar schools (At least -0.20 or better)	August 2021 <b>Disadvantaged pupils scored a P8 figure of 0.02 in the TAG of 2020-21</b>
<b>Attainment 8</b>	Achieve National Average for attainment for all students (At least 38.4 or better)	August 2021 <b>Disadvantaged pupils scored a A8 figure of 41.6 in the TAG of 2020-21</b>

<p><b>Percentage of Grade 5+ in English and maths</b></p>	<p>Achieve G5+ EM scores for similar schools (At least 19.5% or better)</p>	<p>August 2021  <b>24% of Disadvantaged pupils achieved G5+ in EM in the TAG of 2020-21</b></p>
<p><b>Other (Open pot)</b></p>	<p>Achieve top quartile for progress made by disadvantaged students amongst similar schools</p>	<p>August 2021  <b>Disadvantaged pupils continue to thrive in the open pot and scored a P8 of 0.55 (this is the same score as 2019-20)</b></p>
<p>Ebacc entry</p>	<p>Increase EBacc Entry numbers from 2019. Move closer to National Average EBacc Entry numbers. (An increase from 5%)</p>	<p><b>August 2021</b>  <b>Ebacc students had already been chosen and were lower. This is a priority moving forward with SKi overseeing the Ambition Academy</b></p>

## Teaching priorities for current academic year 2020-21

Measure	Activity
<b>Improve outcomes for Y11 PP students in Core subjects (in particular English)</b>	<p>Staff attendance at key conferences (Likely to be virtual)</p> <p>PIXL membership for expert guidance</p> <p>Additional brought in tuition (English)</p> <p>Revision resources and holiday school programme</p> <p>Extended staff CPD programme after school (weekly)</p>
<b>Continue to build the expertise of the teaching staff so that they can further develop the progress and attainment of disadvantaged students.</b>	<p>Lead Practitioner posts across the academy extended staff CPD programme after school (weekly)</p> <p>Support for departments In Collaborative co-planning weekly sessions</p>
<b>Improve 'quality first teaching' and develop 'Stretch and Challenge' in all lessons.</b>	<p>Lead Practitioner posts across the academy extended staff CPD programme after school (weekly)</p> <p><b>L walks and external reviews would evidence that this has seen some significant improvements. However, stretch and challenge for some higher attaining pupils continues to be an area for development</b></p>
<b>Improve quality first teaching across whole academy through an additional whole school focus on Oracy across subjects</b>	<p>Lead Practitioner posts across the academy extended staff CPD programme after school (weekly)</p> <p><b>L walks and external reviews would evidence that this has seen some significant improvements. However, Oracy continues to be an area for development across the Academy</b></p>
<b>Impact – Outcomes for Year 11 disadvantaged pupils were improved in all key performance areas. Quality first teaching was a key focus and the high quality CPD and implementation of instructional coaching has seen some highly positive results with staff performance (AHa as an example)</b>	
<b>Projected spending</b>	220,000

## Targeted academic support for current academic year 2020-21

Measure	Activity
<b>Disadvantaged students (who are SEND) will diminish the gap compared to their non-disadvantaged peers, in terms of progress measure P8, and attainment measures BASICS.</b>	<p>Additional SENDCO Post to specialise within areas of SEND (SEMH/C and I) (C and L / P and S)</p> <p>Contribution to salary of two primary experienced teachers (literacy and numeracy including Numeracy Co-ordination at KS3 for PP)</p> <p>Extension of access arrangements and testing used to identify and support needs appropriately</p> <p>Extension of testing completed for Year 7 pupils to identify potential SEND pupils and assist with assessments opportunities lost through the non completion of SATS</p> <p>Additional staffing with Year 7 nurture group (heavily made up of SEND/Disadvantaged pupils)</p>

	<p>Additional Educational Psychologist time purchased to increase guidance and support pupil needs</p> <p>SALT partly funded to assist with increasing Speech and Language need</p> <p>SLT in key English and maths groups as support staff for vulnerable and lower ability pupils</p>
<p><b>Impact - Disadvantaged students who also have Special Educational Needs/Disabilities have significantly closed the gap and achieved a P8 score of 0.0. A8 progressed from 31-37.7, with pupils achieving a G5 EM increasing from 5% to 16%.</b></p>	
<p><b>Improved aspirations for PP students</b></p>	<p>Increased careers guidance time and support given</p> <p>Extension of IAG to pupils in KS3</p> <p>Disadvantaged pupils prioritised for careers guidance sessions.</p> <p>Residential support for pupils to attend trips/visits in the UK and abroad – (if they occur later in the year)</p> <p>Development of enrichment programme tracking participation of disadvantaged pupils (if and when they begin)</p> <p>Support for disadvantaged pupils participating in the D of E award (if this is allowed to continue)</p> <p><b>Much of this was prevented through COVID – 19 restrictions, however, we did as an Academy complete the Careers Quality Mark</b></p>
<p><b>Projected spending</b></p>	<p><b>90,000</b></p>

### Wider strategies for current academic year 2020-21

Measure	Activity
<p><b>Above national averages for attendance of disadvantaged pupils</b></p>	<p>Attendance Officer to work with PP families/carers directly. Additional member of staff to support with vulnerable pupils, pupils with medical difficulties and those attending alternative settings.</p> <p>Contribution to additional EWO time focus PP families directly where attendance is a concern. Threshold for PP pupils is higher than with non PP pupils so visits begin at 96% and below</p>
<p><b>Impact – Attendance continues to be a strength and Disadvantaged pupils attendance is above national levels</b></p>	
<p><b>Improved behaviour patterns and trends with pupils from disadvantaged backgrounds (reduced FTE, IE and REFLECT figures)</b></p>	<p>Behaviour tracking system to facilitate pro - active behaviour support and positive approach towards rewards</p> <p>IE and REFLECT manager to reduce FTE.</p> <p>Additional staff redeployed due to the pandemic to support pupils with behavioural difficulties</p> <p>Resources for IE and REFLECT in line with current curriculum (x5 due to the different settings in each 'Bubble').</p>

	<p>Increased staffing with the Pastoral team to further support pupils needs and support interventions to address and improve pupils behaviour/s</p> <p>Targetted interventions for PP pupils through the inclusion forum (a panel who meet each HT to discuss and identify pathways for disengaged pupils)</p> <p>The use of Alternative provision needs to be reviewed and reduced but will continue to provide a service needed to prevent pupils from being permanently excluded or refusing to attend school. (AP manager in post)</p> <p>Academic intervention pathway (3 waves) looking to support a number of pupils (significant amount of disadvantaged pupils) upon return from lockdown and school time missed</p>
<p><b>Impact – Fixed term exclusions are now below national levels and continuing to reduce. Measures such as improved SEND provision, Inclusion Forum collaboration and behaviour routines being implemented have been Pivotal to this. Alternative Provision and the need for AP has been highly reduced with only 2 pupils requiring this whilst a specialist placement is sought (30+ students in 2018 were in Alternative Provision)</b></p>	
<p><b>Development of the ‘CORE’ Curriculum</b></p>	<p>A whole schools weekly curriculum delivered to pupils covering a multitude of ‘Personal Development’ topics and activities to raise the ‘Cultural Capital’ of students, broaden horizons and offer pupils opportunities they may never experience (especially if disadvantaged)</p>
<p><b>Impact – Our CORE curriculum is at the heart of what we do and is a fundamental process of our curriculum. Student voice and external visits have suggested the pupils perceive the CORE curriculum as essential to their education and beneficial upon their development. The only aspect that we were unable to achieve last year (hence why amber) was our excursions to aid and improve the cultural capital for our pupils (this of course couldn’t occur due to COVID – 19 restrictions)</b></p>	
<p>Projected spending</p>	<p>225,000</p>

## Monitoring and implementation

Area	Challenge	Mitigating action
<p>Teaching</p>	<p>Ensuring enough time is given over to allow for staff professional development</p>	<p>Use of INSET days and calendared meeting times on Monday and Tuesday</p>
<p><b>Impact – Staff CPD has been extensive in 2020-21, with numerous working groups implemented to collaborate and assist in the development of whole school routines for learning. This has been highly successful. Whole school CPD has also occurred for SEND, which has had a huge impact upon our SEND provision and the delivery of Quality first teaching</b></p>		
<p>Targeted support</p>	<p>Ensuring enough time for intervention staff to support small groups</p>	<p>Maths intervention teachers have capacity to lead small groups Academic coaches to support targeted pupils</p>

**Impact - Use of academic coaches funded through our COVID catch up programme has enabled identified pupils to make academic and pastoral progress. This has been demonstrated through our pastoral data in fields such as detentions, REFLECT, FTE's etc but also in our GCSE outcomes in 2020-21**

<b>Wider strategies</b>	Engaging the families facing most challenges	Ensuring the Pastoral, Safeguarding and Outreach team are used effectively to create links and offer support to families facing most challenges
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**Impact - Engaging all families has at times been challenging, especially due to restrictions with people entering the building, although our pastoral staff in particular have continued to support families and the local community at such a difficult time in numerous ways (Laptops, food parcels, counselling and family support, parenting support, etc). Previous external support has often been limited due to virtual working. However, DHu has now undertaken a role in developing family engagement.**