

# Ormiston Park Academy Pupil Premium Strategy Statement

## PPG provides funding for two separate policies:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential
- Supporting children and young people with parents in the regular armed forces

## The PPG per-pupil rate for 2020 to 2021 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
<b>Service children</b>	<b>Service premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

## Use a tiered approach

The Department for Education recommends focusing on just 3 areas of activity as the most effective at narrowing the attainment gap. This tiered approach combines:

- staff development to improve teaching targeted academic support
- wider strategies that support readiness to learn

## Although the main aim of the pupil premium is to raise attainment, schools can spend pupil premium funding on:

- non-academic outcomes, such as improving pupils' mental health
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils

## Disadvantaged pupils with high attainment

Funding is not based on attainment, however evidence shows that disadvantaged pupils with high attainment are especially at risk of under-achievement.

## Accountability

Schools must be transparent about how they spend their pupil premium funding so:

- parents, guardians can understand the school's pupil premium strategy
- governing bodies can see evidence-based practice so they can consider the rationale behind all pupil premium-related decisions.

## School overview

Metric	Data
School name	Ormiston Park Academy
Pupils in school	662
Proportion of disadvantaged pupils	39.0%
Pupil premium allocation this academic year	267,710
Academic year or years covered by statement	Years 7 to 11
Publish date	October 2020
Review date	September 2021
Statement authorised by	
Pupil premium lead	Sarah Thacker
Governor lead	James Murray

Year	No. of PPG	Total in Cohort	PPG (%)
7	42	125	33.6
8	52	141	36.9
9	69	141	48.9
10	42	107	39.3
11	53	148	35.8
All	258	662	39.0

## Disadvantaged pupil performance overview for last academic year

Progress 8	2020 (-0.23) 2019 (-0.66)
Ebacc entry	16.7
Attainment 8	37.56
Percentage of Grade 5+ in English and maths	22.5%

## Strategy aims for disadvantaged pupils

Aim	Target (2021)	Target date
Progress 8	-0.5	Summer 2021
Attainment 8	36%	Summer 2021
Percentage of Grade 5+ in English and maths	15%	Summer 2021
(Disadvantaged) High Prior Attainer Progress 8	-0.5	Summer 2021
Ebacc entry	11%	Summer 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	<b>High Prior Attainers</b>
Priority 2	<b>Smaller Teaching groups in English and Maths</b>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Gaps in learning.</li> <li>Stretch and Challenge.</li> </ul>
Projected spending	<ul style="list-style-type: none"> <li>Additional Maths and English staffing to reduce student: teacher ratios in all year groups and to provide additional lessons each week in English and Maths for Y11 students (30 weeks x 1hr lesson) x 2 members of staff (English teacher with on-costs £35,857 and Maths teacher with on-costs £34,140).</li> <li>20% funding towards Assistant Principal with oversight for PPG and HPAs (£13,182).</li> <li>HPA student exam revision sessions – staffing costs during non-term time x 3 half terms (£1500).</li> <li>Half Term 1: English and Maths Graduate tutors in place from 16.09.2020. 50% funded by PPG funding and 50% funded by CU funding (£2645).</li> <li>Half Term 1: Science Graduate tutor in place from 12.10.2020. 50% funded by PPG funding and 50% funded by CU funding (£300).</li> </ul>
Total Expenditure:	£87,624

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<b>Low literacy on entry to the academy</b>
Priority 2	
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Students have low literacy levels on entry to the academy, and experience difficulty accessing the full curriculum.</li> <li>• Students who are EAL and need literacy support to access the curriculum.</li> <li>• To raise the profile of reading across all age ranges.</li> </ul>
Projected spending	<ul style="list-style-type: none"> <li>• Accelerated Reader Coordinator (£34,225)</li> <li>• Accelerated Reader Licence (£880)</li> <li>• Tablets for Accelerated Reader programme (£1500)</li> <li>• Resources for the new library - not costed within the IWill Programme (£1,500).</li> </ul>
Total Expenditure:	£38,105
Measure	Activity
Priority 1	<b>Low numeracy on entry to the academy</b>
Priority 2	
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Students with SEND and some students in Year 7 have low numeracy levels on entry to the academy, and experience difficulty accessing the full curriculum.</li> </ul>
Projected spending	<ul style="list-style-type: none"> <li>• Use of Mathletics programme as an intervention for students in KS3 needing support with numeracy skills and ability.</li> </ul>
Total Expenditure:	£990

## Wider strategies for current academic year

Measure	Activity
Priority 1	<b>Attendance and behaviour</b>
Priority 2	<b>Social Emotional and Mental Health</b>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Poor attendance leading to poor attainment and low levels of progress.</li> <li>• Social, Emotional and Mental health and anxiety, which prevent students from accessing learning to their full potential.</li> <li>• Low level disruption impacting learning for all students.</li> </ul>
Projected spending	<ul style="list-style-type: none"> <li>• 20% funding towards Attendance Officers (x2) salaries and on-costs (£8391)</li> <li>• 20% funding towards Supervision Coordinator salary and on-costs (£3,465)</li> <li>• Behaviour Watch online subscription (£3642)</li> <li>• 20% funding towards Assistant Principal with oversight for behaviour (£13,182)</li> <li>• 20% funding towards Assistant Principal with oversight for attendance and safeguarding (£13,832)</li> <li>• 50% funding towards WHU Community Hub Officers x3 Support in lessons and personalised mentoring programmes (£30,000)</li> <li>• ASCEND LSAs – 10% of salaries with on-costs (£16,079)</li> <li>• 20% funding towards AHOY x3 salaries and on-costs (£17,845)</li> <li>• 20% funding towards Deputy DSL (£11,784)</li> <li>• Support Budget (Uniform/School shoes) (£1,000)</li> <li>• Counselling Budget (£3,000)</li> <li>• Resources for students to use in exams and lessons (£4,000)</li> <li>• Miscellaneous Budget (requested by Curriculum Leaders/HOY on a case-by-case basis (£5,000)</li> </ul>
Total Expenditure:	£131,220

Measure	Total Planned Expenditure
Teaching Strategies	<b>£87,624</b>
Academic Support	<b>£39,095</b>
Wider Strategies	<b>£131,220</b>
Total	<b>£257,939</b>
Retained until the start of Term 3 (contingency)	<b>£9,771</b>
Total Expenditure 2020-21	<b>£267,710</b>

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• HPA students historically making less progress than their peers</li> </ul>	<ul style="list-style-type: none"> <li>• HPA parent information meetings and half termly updates.</li> <li>• Additional teachers in English and Maths allows for additional sets and more targeted T&amp;L.</li> <li>• HPA-targeted revision sessions during half term breaks for additional stretch and challenge.</li> <li>• AP to coordinate intervention and support programmes for PPG and HPA students.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>• Students have low literacy levels on entry to the academy, and experience difficulty accessing the full curriculum.</li> <li>• Students who are EAL and need literacy support to access the curriculum.</li> <li>• To raise the profile of reading across all age ranges.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessments in Year 7 to identify students' literacy levels and provide a targeted support programme.</li> <li>• Students are reassessed each term and throughout KS3.</li> <li>• Students gain greater access to the full curriculum.</li> <li>• Students find reading more enjoyable and have access to the library with a range of books to read.</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Poor attendance leading to poor attainment and low levels of progress.</li> <li>• Social, Emotional and Mental health and anxiety, which prevent students from accessing learning to their full potential.</li> <li>• Low level disruption impacting learning for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance officers provide contact home to encourage better attendance and punctuality, and follow up with persistent absence.</li> <li>• Improved attendance will improve attainment and levels of progress.</li> <li>• AHOYs and CHOs provide mentoring to support students with SEMH and anxiety, which would otherwise impact their attendance, behaviour and access to learning.</li> <li>• AHOYs and CHOs provide in-class support to maximise students accessing the same learning in lessons as their peers and reducing the impact of anxiety and SEMH as barriers to learning.</li> <li>• AP to coordinate, track and monitor attendance interventions.</li> <li>• AP to coordinate interventions, track and monitor behaviour across the academy, including referrals to supervision and FTEs.</li> </ul>

## Review: last year's aims and outcomes

Aim	Outcome
To reduce the gap between the disadvantaged students and their peers within the academy.	<p>2019: PPG -0.66 and nPPG -0.15    Gap = 0.51            2020: PPG -0.23 and nPPG 0.36    Gap = 0.59</p> <p>The progress made by PPG students improved from the previous year by 0.41, however as the nPPG students P8 improved by 0.51, the gap between the disadvantaged students and their peers widened in 2020 by 0.08.</p>
To improve literacy across the academy in KS3	TBC
To raise aspirations for KS4 students, in particular HPA Girls.	<ul style="list-style-type: none"> <li>• A number of university trips took place for PPG students and their peers, including HPA Girls.</li> <li>• Royal Holloway, University of Essex, Cambridge University and Institute of Astronomy, and UEL.</li> <li>• Students also took part in University Finance and Apprenticeship workshops, and assemblies with guest speakers targeting aspirations and Higher education.</li> <li>• NEET reduced further from 4% in 2019 to 2% in 2020.</li> <li>• DisHPA P8 showed a small improvement from -1.02 (2019) to -0.88 (2020).</li> </ul>