

Ormiston Forge Academy Pupil Premium Strategy Statement 2019/2020 (Secondary)

| 1. Summary information | | | | | |
|------------------------|------------------------|----------------------------------|----------|--|---------------|
| School | Ormiston Forge Academy | | | | |
| Academic Year | 19/20 | Total PP budget | £517,000 | Date of most recent PP Review | November 2019 |
| Total number of pupils | 1399 | Number of pupils eligible for PP | 562 | Date for next internal review of this strategy | June 2020 |

| 2. Current attainment 2018 Y11 exam cohort | | |
|--|------------------------|--------------|
| | Pupils eligible for PP | Whole cohort |
| Progress 8 score average (end of year 10 data) | -0.89 | -0.92 |
| Attainment 8 score average (end of year 10 data) | 33.32 | 36.08 |
| 3. Current Attainment compared to the 2015-2016, 2016-17 cohort (2015-16 not directly comparable due to reformed GCSE English and maths) | | |

| OFA | Progress 8 | | | P8 English | | | P8 Maths | | |
|--------------|------------|-------|-------|------------|------|-------|----------|------|-------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Cohort | -0.15 | +0.02 | -0.25 | -0.16 | 0.0 | -0.14 | -0.41 | -0.5 | -0.52 |
| PP | -0.19 | -0.18 | -0.51 | -0.15 | -0.2 | -0.31 | -0.5 | -0.7 | -0.76 |
| Internal gap | -0.04 | -0.20 | -0.26 | -0.01 | -0.2 | -0.17 | -0.09 | -0.2 | -0.24 |
| National | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Prior attainment - KS2 average fine points on entry current cohort (2019/20)

| Year | PP | Non PP | Gap |
|-----------|-------|--------|------|
| 11 (2019) | 26.36 | 27.49 | 1.13 |
| 11 | 26.98 | 28.86 | 1.88 |
| 10 | 27.58 | 28.15 | 0.57 |

**Attendance:
2018/19 Figures**

| Year | NOR | PP Cohort | Non PP Cohort | Attendance % | PP Attendance % | Non PP Attendance % | Gap |
|--------------|------|-----------|---------------|--------------|-----------------|---------------------|--------|
| 7 | 303 | 128 | 175 | 96.20% | 95.52% | 96.74% | - 1.22 |
| 8 | 283 | 124 | 159 | 95.90% | 95.22% | 96.40% | - 1.18 |
| 9 | 232 | 105 | 127 | 95% | 93.96% | 96.14% | - 2.18 |
| 10 | 263 | 104 | 159 | 96.00% | 95.33% | 96.38% | - 1.05 |
| 11 | 222 | 92 | 130 | 95.80% | 94.91% | 96.38% | - 1.47 |
| Total | 1303 | 553 | 750 | 95.80% | 94.98% | 96.40% | - 1.42 |

*Figures in brackets represent the national attendance %

Proportion of PP students on roll 2019/2020

PP number per year group (% of year group in brackets):

| | Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Total |
|-----------------------|------------|------------|------------|------------|------------|-------------|
| Number on roll | 324 | 300 | 282 | 230 | 263 | 1399 |
| PP | 126 (38.9) | 121 (40.5) | 117 (41.8) | 99 (43.4) | 99 (37.9) | 562 (40.2%) |
| Non-PP | 198 (61.1) | 178 (59.5) | 165 (58.2) | 131 (56.6) | 164 (62.1) | 837 (59.8%) |

| 4. Barriers to future attainment (for pupils eligible for PP) | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | |
| A. | Literacy and numeracy gap | |
| B. | Aspiration and access to extracurricular interests | |
| C. | Additional needs/vulnerabilities (SEND/alternative curriculum). | |
| D. | Oracy and vocabulary | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| E. | Lower attendance rates than non-PP students | |
| 5. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | Focus on continuing to develop literacy strategies this year through the use of ERIC, repeated reader cohort and those in the 'Flying Start' so that PP students make better than expected progress in reading. Develop an Academy wide numeracy strategy to begin implementation in Sept 2020 | Accelerated reader tracking Strategy developed and implementation started |
| B. | More PP students successfully enter post-16 education, including Forge sixth form; PP students have the same opportunities to access, and to attend enrichment activities, so these are not cost prohibitive. | Tracking data from extracurricular activities Tracking data from The Access Project, Aimhigher plus, Aspire to HE NEET data comparisons. |
| C. | Curriculum fit for purpose for individuals through the use of additional support or alternative pathways Behaviour points and numbers of exclusions for PP students continues to reduce and therefore narrow the gap with the non-PP cohort. | Weekly tracking, Success Centre interventions, additional qualifications. |
| D. | Investigate whole school strategies to develop Oracy and vocabulary | .Research into Voice 21 strategies and development of an Academy strategy from them. |
| E. | Attendance gap will continue to diminish (note attendance of PP students is in line with the national figure for all students). | Weekly tracking and pastoral interventions. |

| 6. Planned expenditure | | | | | |
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| Academic year | | 2019/20 | | | |
| 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 Led | When will you review implementation? |
| Improve outcomes for PP students in subjects across the curriculum | PP first strategies to be employed across the curriculum with regard to knowing who PP are, marking and questioning | A proven method in other schools. This is a long-term strategy. | Drop ins and SON discussions | PLY/KPK | July 2020 with teaching and learning group |
| Progress 8 gaps for PP and non-PP students to reduce. | Developing subject leaders as leaders of T+L and whole school CPD delivered through PODs: Development of four-part lesson and knowledge recall and retention. | Developing subject leaders as leaders of teaching and learning rather than managers of subjects builds their skills and makes learning relevant for teachers in small groups and subject directed | Teaching and learning team will do the training and follow up. QA – learning walks, SLT line management meetings | KPK and T+L team | July 2020 with teaching and learning group |
| Improve outcomes for PP students in the Core subjects | PP first strategies. Holiday time revision/catch up programme, period zero, MyTutor, Tassomai (science | This approach has been successful in previous years. | Track attendance to sessions, QA by year 11 Progress Year Leader. Monitored via the grade run data collection. | SLT, JKY, MBR, SRS/JGS | Termly as part of the grade run analysis reports back to SLT and LGB. |

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| | app), revision guide voucher scheme. | | | | |
| Improve outcomes for PP students with multiple vulnerabilities (SEND/EAL/behaviour) | SEND support, Success Centre, Mentors; developing Inclusion Champion in each subject area. | Building on proven strategies from previous years. Inclusion Champion staff (23 at present) will be trained in ASD/ADHD/classroom environment strategies and cognition. Champions will increase knowledge across the curriculum seeking to improve QFT across the school for these students | Feedback from training, Champions and drop ins. | STR, Pastoral groups. | SEND/Success Centre team meetings half termly, SON and tracking through grade runs |
| Total budgeted 2019/20 | | | | | £239,404 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Led | When will you review implementation? |
| All PP students have their major barrier to progress identified: A: literacy B: aspiration/access to enrichment C: curriculum D: oracy/vocabulary E: attendance | Each student has specific targeted approach to improving progress | PP students are individuals and unique | Meetings with pastoral leaders | Pastoral teams | All year 7/8 students have barriers identified by February 2020 All year 9/10 students have barriers identified by March 2020 Plan reviewed July 2020 |
| A: Reduce the internal gap between the literacy levels of PP and non-PP students | ERIC for all of year 7/8 daily followed up by all staff. Morning readers (200 words) – 60 students. Flying start – developing reading for those identified as not secondary ready (40 students) | PP/non-PP gap in literacy levels nationally. Building literacy improves access to all parts of the curriculum. | Termly accelerated reader tests. Students accessing Morning readers/ flying start monitored and list dynamic. | EWD | Termly data analysis of Accelerated reader tests Annual – July 2020 |

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| <p>B: PP students have the same opportunities to access enrichment activities and aspirational strategies. Increased numbers successfully transition post-16.</p> | <p>Pastoral leads identify those students who cannot access enrichment activities due to financial/parental support and develop individual actions.</p> | <p>PP students tend to have low aspirations and less chance to attend enrichment activities.</p> | <p>Data tracking of students accessing enrichment activities NEET data Connexions data</p> | <p>SCN Pastoral team</p> | <p>July 2020 plus analysis of NEET/Connexions data when it arrives.</p> |
| | <p>All PP students are tracked to ensure they are assisted with applications for post-16. Use Access program/Aim Higher/Aspire programs. Use Access academic mentoring program for identified PP students.</p> | <p>Improving aspiration improves motivation so by ensuring students attend university/work visits and attend academic mentoring. Access/Aim Higher/Aspire strategies proven to improve aspiration and provide support</p> | <p>Tracking PP students to ensure that they make the most of aspirational activities and ensuring that they get first chance at relevant trips/visits</p> | <p>BES TBH</p> | <p>Review program in July 2020 Destination data Oct 2020</p> |
| <p>C: Equitable access to the curriculum and curriculum fit for purpose for PP students, particularly those with additional vulnerabilities</p> | <p>Success centre staffing (4 intervention teachers) provide additional English/Maths/Life skills lessons and support other subjects. PE project with WBA aims to inspire participation in sports for year 7 nurture group and</p> | <p>The strategies run through the Success centre have proven effective and impactful, enabling students to re-engage with the curriculum and make progress.</p> | <p>Through the QA cycle, data collection analysis, SON meetings and through student profiles</p> | <p>Success centre staff Pastoral team AR1</p> | <p>Termly data meetings to target interventions. Strategy reviewed July 2020.</p> |

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| | sign post opportunities in the community. Include holiday clubs. Small group mentoring AR1. | | | | |
| | Equipment, free study guides, resources for practical exams purchased by the academy. | To provide parity of opportunity, to build esteem and motivation for all PP students. | Attendance to trips/activities through tracking and monitoring via the QA cycle. | Pastoral teams | Data collections and Pastoral meetings |
| D: Strategy for developing Oracy and vocabulary identified and first stages in place for Sept 2020 | EWD/KPJK investigate School 21/Voice 21 training and implementation plan | Evidence from other schools and EEF suggests that oracy is an area that PP students fall behind with. Voice 21 strategies proven effective elsewhere | Attendance at courses Strategy developed and shared with PLY/SLT/T+L team | EWD/ KPK | July 2020 strategy shared and training identified |
| E: attendance of PP students already good but every day missed is a disadvantage. | <ul style="list-style-type: none"> • Keeping attendance a high priority for staff e.g. through attendance league tables • 8 am calls to students off school the previous day • home visits | <ul style="list-style-type: none"> • Attendance has improved markedly over recent years through a relentless approach from staff who have used these strategies and honed them and TDY is a Specialist Leader in Education (SLE) on attendance | Attendance league tables termly; Grade run attendance data; | TDY Pastoral teams | July 2020 strategy evaluated comparing 2018/19 with 2019/20 at similar points |

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| | <ul style="list-style-type: none"> • offer to support with cost of bus passes • Use of the Success Centre for those with medical/SEMH needs • Use of partnering schools/Fair Access Panel • Reward students - trips etc • Achievement Points. • Escalation of student cases to LA. • Use transition data for early identification of possible issues • Extended transition project. • Regular communication home | | | | |
| Total budgeted 2019/20 | | | | | £116,019 |

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Led | When will you review implementation? |
| Maximise bucket scores of PP students. | Monitor and evaluation via data collections, SON particularly with some EBACC bucket subjects. | Some Ebacc subjects were the lowest performing in the 2019 results. | Focus subject areas on specific students including PP students who are 'falling behind' their peers. Identify as possible 'Push' students. | SLT, Laser teams. | Data collections, Laser meetings, SON meetings and SLT link meetings. |
| Total budgeted 2019/20 | | | | | £136,577 |
| Total Budget £ (planned expenditure) | | | | | £492,000 |
| +Pupil Premium Discretionary Fund | | | | | £10,000 |
| +Contingency Funding – Family Support | | | | | £15,000 |

| 7. Review of expenditure 2018/2019 | | | | |
|------------------------------------|---------------------------|--|---|--|
| Previous Academic Year | | £486,502 actual cost | | |
| i. Quality of teaching for all | | | | |
| 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) | Budget £224,492 Cost £229,501 |
| Improved outcomes | Staffing, CPD, enrichment | Basics = 42.9% which is a small decrease on last year P8 gap widened to -0.25 from -0.18 OFSTED comment that the Progress of Disadvantaged students at Forge is in-line with progress nationally | Continue to develop teaching and learning and Quality First Teaching for all because it is a proven strategy to improve learning of PP students. Refocus on 'PP first' in all classes which is a proven strategy at Forge that has lost focus. | |

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| | | Success centre work with students is effective. | | |
| Improved teaching | CPD/Training Day | As above | Focus on MAT/HAT PP students more moving forwards (working with T+L team) | |
| 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) | Budget £109,731 Cost £106,450 |
| Improved rates of progress, attainment and attendance for PP students | Focused support from SEN team, Success Centre, pastoral team. | Attendance for PP students recognised as being well above the national attendance of PP students. | Continue current strategies as they are having impact but with an increased focus on MAT/HAT PP students. | |
| Reduce the gap between the progress of PP students and all students nationally (as shown in performance measures). | Mentoring via class withdrawal in Success Centre. Use of initiatives such as MyTutor to provide 1 to 1 support in core subjects. | Gap widened this year but many successes to talk about in success centre both in terms of completing year 11, gaining grades and attendance at school. | Focus of Success centre on vulnerable PP students is effective and welcomed by the students and parents so maintain this work. Develop strategies across the whole school to focus on improving HAT/MAT learners progress. | |

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| PP Students with multiple vulnerabilities supported to make improved progress. | Success Centre and AR1 intervention | See above | Continue successful strategies. | |
| 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) | Budget £129,850 Cost £129,336 |
| Reduce the gap between the progress of PP students and non-PP students | Enrichment and access to the full extended curriculum, trips, uniform, equipment, revision guides (vouchers used for free revision guides). | Maintained improvement in attendance and reducing gaps in terms of attainment and progress – particularly in KS3. Lots of students provided with support through purchase of uniform, equipment and revision guides so that they are able to participate fully in learning without being singled out because of their disadvantage. | Need to develop record keeping for enrichment activities so that attendance can be tracked across all areas of enrichment. | |
| Continue to build the expertise of the teaching staff so that they can further develop the progress and attainment of PP students. | Attainment and progress of PP students keep high profile via bespoke CPD. | The teaching and learning team were active throughout the year providing many opportunities to develop teachers holistically rather than with a focus on PP. Training included: <ul style="list-style-type: none"> • Differentiation and engagement • Using literacy strategies to support learning • SEN strategies | Improving Quality First Teaching is the most effective strategy to improve PP student progress according to all of the research so identifying the areas to develop and putting in a coherent teaching and learning plan is key to developments in this area | |

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| | | <ul style="list-style-type: none"> • POD strategies – how to hawk, 5Ps and Struggle strategies | | |
| Equitable access to the curriculum. | Enrichment activities, trips, equipment, free study guides, resources for practical exams (textiles, catering, hospitality) are purchased by the academy. | As above: Maintained improvement in attendance and reducing gaps in terms of attainment and progress – particularly in KS3. Lots of students provided with support through purchase of uniform, equipment and revision guides so that they are able to participate fully in learning without being singled out because of their disadvantage. | This removes the financial barriers for students/families and as such is a valuable tool. | |
| Maximise bucket scores of PP students. | Monitor and evaluation via data collections, particularly with some EBACC bucket subjects. | <p>Maths: all -0.52 PP -0.76 Gap -0.24</p> <p>English: all -0.14 PP -0.31 Gap -0.17</p> <p>EBacc: all -0.48 PP -0.74 Gap -0.26</p> <p>Open: all 0.06 PP -0.25 Gap -0.31</p> <p>All three Humanities subjects appear as 'Red progress' on the OATNET Subject progress overview for PP students along with English and Maths so this is not a subject issue it is a school wide issue</p> | Develop new strategies that address key issues across the whole school. | |

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| Total Budget £ (planned expenditure) | £464,073 | |
| +Pupil Premium Discretionary Fund | £10,000 | |
| +Contingency Funding – Family Support | £10,000 | |
| Total cost £ (actual expenditure) | £465,287 | |
| +Pupil Premium Discretionary Fund | £9,865 | |
| +Contingency Funding – Family Support | £11,350 | |

8. Additional detail

How have we used our Pupil Premium Funding Allocation?

Examples of how we have used our Pupil Premium funding to raise achievement are as follows:

Family and student support

- Success Centre provides additional support for students and parents with literacy and numeracy support
- Financial barriers to learning addressed through Pupil Premium hardship fund: Uniform and learning materials provided; cost of Educational visits covered; financial assistance with the Chromebook scheme.
- Mentoring provided by the Success Centre for students and family support officers work with key families (including prisoner families).
- Careers Officer provides support for students and parents to assist and encourage application to post 16 and Higher education.
- The Access Project offers one to one tuition and mentoring for High attaining pupil premium students in order to raise applications to Russell Group universities.
- Curriculum intervention
- Progress of PP students is tracked by Laser group meetings in all year groups to measure the success of interventions and direct support where needed.
- Funding is added to all departmental capitation to be spent on materials to further support and enhance the learning experience of PP students
- HAT PP students supported through a funded enrichment and visits programme.
- Holiday revision/coursework catch up sessions held for GCSE and BTEC groups in years 10, 11 and 6th Form.
- Free revision guides to support attainment and progress in all subjects.
- Additional GCSE courses offered for those students who are at risk of not completing 8 GCSEs for Progress 8 measure.
- Targeted Saturday morning maths, science and English GCSE classes for PP students.

Student Behaviour, Attendance and Enrichment

- Develop the access of PP HAT students to enrichment activities, The Access Project, Aspire to HE, Aimhigher Plus, to develop 'social collateral' to further reduce the gap between PP and non-PP HAT students going onto Russell group universities.
- Develop the use of the Success Centre to provide additional support for students and parents with literacy and numeracy needs.
- Financial barriers to learning addressed through PP hardship fund: Uniform and learning materials provided; cost of Educational visits covered; financial assistance with the Chromebook scheme.
- Mentoring provided by the Success Centre for students and family, support officers work with key families (including prisoner families).

- Careers Officer provides support for students and parents to assist and encourage application to post 16 and Higher education, including the early careers interview for all PP students starting in year 7.
- Sandwell LEP Business mentoring project for PP KS4 students who are at risk of becoming NEETs.
- Track students who are PP to ensure that they are regularly eating and intervene when necessary (cashless catering to assist with the generating of reports).
- PP students' attendance, exclusions and periods in reflection to be tracked, attendance patterns identified and intervention directed through LASER

Curriculum intervention

- Progress of PP students is tracked by Laser group meetings in all year groups, to measure the success of interventions and direct support where needed.
- Students in year 7 have a bespoke curriculum (Flying start), tailored to individual strengths and weaknesses in English whilst all students have an extra hour funded in mathematics.
- All High achieving students who are in receipt of PP funding, will be allocated a mentor from teaching and non-teaching staff (VRR)
- Funding is added to all departmental capitation, spent on materials to support and enhance the learning experience of PP students
- PP students supported through a funded enrichment and visits programme accessed through discussion at Laser group meetings.
- Holiday revision/coursework catch up sessions held for GCSE and BTEC groups in years 10 and 11.
- Free revision guides to support attainment and progress in all subjects including English and Maths.
- Additional GCSE courses offered for those students who are at risk of not achieving 8 GCSEs for Progress 8 measure.
- Targeted Saturday morning maths, science and English GCSE classes for PP students, with additional support provided to ensure PP students attend.
- Year 11 targeted PP students for revision and study skills sessions with by Aim Higher.
- Pencil cases and essential exam equipment provided in the summer term for students.
- Transition project of 6 weeks (June - July) with strategic intervention planned to target weaknesses identified with Primary partners in core subjects and allow for meaningful KS2 - KS3 transfer for all PP students
- Tassomai app to assist with science content recall.
- Pixl membership which gives access to maths and English Literature apps, additional resources to aid progress and networking events to share good practice.
- In school PP HAT mentor - VRR.
- In school PP mentor - AR1

(Total expenditure 2018/19: planned expenditure of £464,073; plus pupil premium discretionary fund £10,000, plus family support £10,750)