

Ormiston Forge Academy Pupil Premium Strategy Statement 2017/2018 (Secondary)

1. Summary information					
School	Ormiston Forge Academy				
Academic Year	17/18	Total PP budget	£421,685	Date of most recent PP Review	June 2017
Total number of pupils	1390	Number of pupils eligible for PP	451	Date for next internal review of this strategy	June 2018

2. Current attainment 2017 Y11 exam cohort		
	Pupils eligible for PP	Whole cohort
% achieving 4+ English and Maths	37	49
% achieving 5+ English and Maths	12	19
Progress 8 score average	-0.19	-0.15
Attainment 8 score average	38.4	42
3. Current Attainment compared to the 2015-2016 cohort (not directly comparable due to reformed GCSE English and maths due to reformed GCSEs)		

OFA	Progress 8		P8 English		P8 Maths	
	2016	2017	2016	2017	2016	2017
Cohort	0.00	-0.15	-0.23	-0.16	-0.11	-0.41
PP	-0.37	-0.19	-0.5	-0.15	-0.43	-0.5
Internal gap	-0.37	-0.04	-0.27	-0.01	-0.32	-0.09
National	0.0	0.0	0.0	0.0	0.0	0.0

Prior attainment - KS2 average fine points on entry current cohort (2017/18)

Year	PP	Non PP	Gap
11	25.85	28.37	2.52
10	26.36	27.49	1.13
9	26.98	28.86	1.88

Attendance:

September 2016 - July 2017

Year	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
7	238	102	136	96.7%	95.7%	97.4%
8	268	115	153	96.1%	94.8%	97.1%
9	231	105	126	96.0%	95.2%	96.7%
10	198	89	109	95.5%	94.3%	96.5%
11	154	67	87	97.4%	97.1%	97.6%
Total	1089	478	613	96.3% (95%)*	95.4% (92.8%)*	96.7% (95.9%)*

*Figures in brackets represent the national attendance %

September 2017 - February 2018

Year	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
7	297	130	167	96.4%	96.1%	96.6%
8	243	102	141	95.8%	94.4%	96.8%

9	270	106	164	95.7%	94.1%	96.7%
10	232	101	131	95.6%	94.8%	96.2%
11	196	67	129	96.0%	95.5%	96.2%
Total	1238	506	732	95.9%	94.98%	96.5%

Proportion of PP students on roll 2017/2018

PP number per year group:

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Number on roll	293	241	271	228	196
PP	130 (45%)	100 (41%)	98 (36%)	98 (42%)	82 (41%)

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Attainment gap when students arrive from primary. |
| B. | Multiple vulnerabilities in the pupil premium cohort. |
| C. | Additional needs (SEND/alternative curriculum). |
| D. | Access to a wide range of enrichment activities. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Lower attendance rates than non PP students |
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5. Desired outcomes *(desired outcomes and how they will be measured)*

Success criteria

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| A. | PP cohort will continue to reduce the gap with their non PP cohort with regard to performance measure; Progress 8, and attainment measures – 4+/5+ Basics and Ebacc average points score. | Tracking of students via the 4 data collections in year 11.
QA – drop ins, learning walks, work |
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		scrutinies, SON meetings and Laser meetings.
B.	The behaviour points and numbers of exclusion for the PP cohort will continue to reduce and therefore narrow the gap with the non PP cohort.	Weekly tracking and pastoral interventions, specifically the use of Success Centre resources.
C.	PP students requiring additional support or an alternative curriculum to meet their needs to ensure their curriculum is fit for purpose.	Weekly tracking, Success Centre interventions, additional qualifications.
D.	PP students have the same opportunities to access, and to attend enrichment activities, so these are not cost prohibitive.	Tracking data from The Access Project, Aimhigher plus, Aspire to HE.
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					
Academic year		2017/2018			
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 Led	When will you review implementation?
Improve outcomes for PP students in the Core subjects	Saturday school and holiday time revision/catch up programme.	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, EWE, SRS/JGS	Termly as part of the grade run analysis reports back to SLT, Laser group and LGB.

Improve outcomes for PP students with multiple vulnerabilities (SEND/EAL/behaviour)	SEND support, Success Centre, Mentors, EAL teacher (MEA).	A proven successful in previous years.	SONs and vulnerables meetings.	Laser and pastoral groups	Termly as part of the SON Programme and Laser group meetings, SEND/Success Centre team meetings half termly.
Improve outcomes for PP students in subjects across the curriculum	Study support sessions holiday programme Leisure and Tourism	A proven method in previous Years. Outcomes from additional courses have been positive.	SON meetings and grade run data collections.	Laser group	Year 11 data collections, Laser meetings.
Progress 8 gaps for PP and non-PP students to reduce.	CPD sessions to focus on classroom strategies, lesson planning focused interventions	Gap between PP and non-PP progress reduced in 2017.	QA – learning walks, SLT line management meetings, data collection analysis, year 11 SON meetings.	SLT, Laser groups	Year 11 data collections, Laser meetings.
Total budgeted cost					£195,455

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 Led	When will you review implementation?
Reduce the internal gap between the progress of PP students and non-PP students.	Success Centre staff time to work with targeted students	Although gap between internal PP and non-PP cohorts has reduced, the progress against the other national cohort has not.	Through QA cycle, data collection analysis, Y11 SON.	STR, AHN, Laser groups	Termly data collections, Laser meetings.

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.	MyTutor has been proven by other Ormiston Acadmies as a successful strategy. Success Centre support has helped to improve the outcomes of students who have been below target on grade runs.	Through QA cycle, data collection analysis, Y11 SON.	Success Centre staff	Termly data collections, Laser meetings.
PP Students with multiple vulnerabilities supported to make improved progress.	Success Centre intervention	The Success Centre has enabled numerous students to re-engage with the curriculum	Through QA cycle, data collection analysis, Y11 SON, Laser meetings	Success Centre, Laser group	Termly data collections, Laser meetings.
Total budgeted cost					£88,540
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 Led	When will you review implementation?
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.	Motivation and engagement with the curriculum – raising aspirations.	Through tracking on SIMS activities the number of PP students attending enrichments activities and educational trips. Subject leaders to record number of revision guides distributed to PP cohort. Pastoral team to record uniform provided.	Subject leaders, pastoral teams	Department and pastoral half termly meetings.
Continue to build the expertise of the teaching staff so that they can further	Attainment and progress of PP students keep high profile via	Detailed analysis of the 2017 cohort as well as current tracking of the current Y11 cohort.	Through tracking and monitoring via the QA cycle, and data analysis via the 3 data collections	Teaching and learning team	Data collections.

develop the progress and attainment of PP students.	bespoke CPD.		this academic year.		
Equitable access to the curriculum.	Enrichment activities, trips, equipment, free study guides.	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 and Laser teams	Data collections and Pastoral and Laser meetings.
Maximise bucket scores of PP students.	Monitor and evaluation via data collections, SON particularly with EBACC bucket subjects.	Ebacc buckets were the lowest performing in the 2017 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 cost					£115,280
Total Budget £ (planned expenditure)					£399,275
+Pupil Premium Discretionary Fund					£10,000
+Contingency Funding – Family Support					£13,350

7. Review of expenditure 2016/2017				
Previous Academic Year		£379,610		
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)	Cost £180,265
Improved outcomes	Staffing, CPD, enrichment	Maintenance of Basics 4+ 49%. Internal gap between PP and whole cohort narrowed P8 -0.19 (whole cohort -0.15).	Continuation and refocus via new bespoke Y11 Tutor programme, students assigned to specialist staff Success Centre staff based on learning and SEMH needs.	

Improved teaching	CPD/Training Day	As above	Focus on higher and middle ability PP students.	
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 £72,450
Improved rates of progress, attainment and attendance for PP students	Focused support from SEN team, Success Centre, pastoral team.	Attendance of PP students well above national PP attendance and better than national non PP (see data above).	Continuation and refocus on higher and middle ability PP students, and white British PP students.	
Improved aspirations for PP students	TAP	Increase in the number of students continuing in to 6 th Form for level 3 programmes of study, and more 6 th Form students getting in to selective universities.	Continuation of The Access Project and City Year. Review the identification of the CY cohort – using whole year grade run data rather than just end of year data.	
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 £129,285
Increased access to the full curriculum and enrichment activities	Funding educational trips, providing equipment, resources, external mentors, breakfast club and homework club.	Improved attendance and gaps were diminished in terms of attainment and progress – particularly in KS3.	Increase monitoring of specific activities to evaluate the impact of strategies.	

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.
- Homework club - targeted students encouraged to attend.
- 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.
- Additional support teachers in English and mathematics to support PP students in years 7, 8 and 9
- Academy staff are directed to support PP students during additional Learning Support time in English and mathematics.
- Funding is added to all departmental capitation to be spent on materials to further support and enhance the learning experience of PP students
- Additional support teachers in English and mathematics to support PP students in years 10 and 11.
- Additional staffing in place to reduce class sizes and to provide small group intervention for 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 Behavior, Attendance and Enrichment

- City Year Corps members mentoring targeted PP students re attendance, behavior and academic.
- Breakfast club for PP students run by City Year Corps members.
- 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.
- EAL support from designated member of staff.
- Financial barriers to learning addressed through PP hardship fund: Uniform and learning materials provided; cost of Educational visits covered; financial assistance with the Chrome book scheme.
- Homework club - targeted students encouraged to attend and tracked through Laser groups.
- 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.
- 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.
- Additional support teachers in English and mathematics provided to support PP students in years 7, 8 and 9.
- 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.
- Academy staff are directed to support PP students during additional Learning Support time in English and mathematics.
- All High achieving students who are in receipt of PP funding, will be allocated a mentor from teaching and non-teaching staff
- A training program including a mentoring booklet for students and mentees, will be designed to bring consistency to the mentoring process.
- 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 Aston University.
- 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

- The school Library fines system has been scrapped in order to encourage PP students to borrow books.

(Total expenditure 2016/17: £382,000)