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 Forge Academy
Number of pupils in school	1675
Proportion (%) of pupil premium eligible pupils	36.07%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	P Loveday
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£546,260
Recovery premium funding allocation this academic year	£ 83,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 44,000
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	£674,215

Part A: Pupil premium strategy plan

Statement of intent

In June 2019 the EEF published their latest guide to pupil premium:

"*The report recommends schools take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.*

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support."

The five principles that the EEF guide espouses must be central to our strategy:

1. Schools can make a difference - the evidence from the EEF is that with the right strategies in place and the right focus on teaching and the students teachers and schools can make a real difference. We have seen nationally that the gap between pupil premium students' progress and their contemporaries is hard to narrow but as Theodore Roosevelt said "nothing worth having comes easy". We need to engage teachers in the process and ensure that they believe they can make a difference.
2. Evidence can help - the EEF and others have a wealth of experience and evidence on what works. Any strategies OAT Forge employs must be evidence based.
3. Quality teaching helps every child - as a school with roughly 40% of students every year eligible for the pupil premium this is an important point of understanding. A focus on quality first teaching will improve everyone's learning and progress but the evidence suggests that the progress of students eligible for the pupil premium will accelerate faster than their more advantaged peers.
4. Implementation matters - the key here is start small, and take baby steps so that we can concentrate on a small number of strategies and ensure they are embedded.
5. Support middle and higher attainers as well - we must remember that students eligible for the pupil premium are spread across our school and not just in the lower attaining groups. They all have complex needs and the focus is on every student achieving their potential rather than just trying to lift the higher attainers.

Our ultimate objectives are:

- ✔ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✔ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✔ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✔ To ensure that disadvantaged pupils have the same opportunities for enrichment as non-disadvantaged pupils

We aim to do this through

1. Quality teaching which us developed through bespoke CPD and monitoring for ECTs, provision of smaller class sizes, specialist TA support, a rigorous CPD programme
2. Ensuring access to a variety of opportunities for disadvantaged pupils through the provision of lunchtime and afterschool clubs
3. Academic mentoring, pastoral mentoring, rigorous tracking and monitoring of pupil attainment, careers advice and rigorous attendance tracking.
4. Providing a range of courses at KS4 to give students the best opportunity to be successful

Data targets for academic year 2021-22:

Progress 8 target for disadvantaged +0.10 (-0.26 summer 2021)

Attainment 8 target for disadvantaged 42.5 (41.9 summer 2021)

Grade 5+ in English and Maths 35% (29.4% summer 2021)

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy gap with peer group
2	Aspiration and access to extracurricular activities
3	Multiple vulnerabilities within the cohort e.g. LAC, SEN, Social emotional needs, lack of parental support at home
4	Oracy and vocabulary deficiencies
5	Lower attendance rates than peer group

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
Narrow the literacy and numeracy gap and the overall attainment gap	Accelerated reader scores demonstrate in year narrowing during year 7 Fluency and vocabulary improvements Strategies developed to continue developing literacy from year 8 - 11 Numeracy strategy evolves from using the same language and maths strategies to a school wider numeracy policy that is implemented Teaching and learning CPD effectively targeted and improves T+L across the school.
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.
Curriculum fit for purpose for individuals including 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.
Investigate strategies to improve oracy and vocabulary using colleagues who are engaged on additional training e.g. Aspiring leaders/NPQs	Initially decision made about appropriate strategy Strategy scaled up to become whole school strategy
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 effective

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: £316,887

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust CPD plan for teaching staff, led by the teaching and learning team. CPD is focused on developing the curriculum at KS3 and strategies to improve learning; reading comprehension and vocabulary; introduction of the Walkthru CPD package focusing on questioning and feedback, explaining and modelling and practice and retrieval in 21/22 to develop further and wider during 22/23 and 23/24	EEF: feedback is well-evidenced and has a high impact on learning outcomes and self-regulation. Effects are high across all curriculum areas. Oral feedback has a slightly higher positive impact overall than written feedback. Implementing feedback successfully will require accurate assessment of pupil understanding so that a member of staff knows what needs to be improved. Feedback is deemed to make 6+ months progress over a year.	1
Focus on vocabulary and oracy through English and then into other subjects. Explicit teaching of tier two language will be developed in the KS3 curriculum	The EEF identified that one significant challenge is that all students must develop secure knowledge of the specialised and technical vocabulary needed to access the curriculum. Different subjects use different forms of communication and vocabulary use. Subject specific vocabulary varies considerably from the language they use outside of an education setting.	4
Reduce the internal gap between the	Between 48%-52% of students who arrive at the academy are at benchmark. At benchmark = the	1

literacy levels of PP and non-PP students. ERIC for all of year 7/8 daily followed up by all staff. Repeated reading (200 word summaries of topics) developed in all subject areas at KS3 with regular opportunities for the reading to be done and timed to see improvement in fluency. Flying start – developing reading for those identified as not secondary ready (99 students doing repeated reading 200 word summaries) 1:1 peer reading and city years involved Explicit vocabulary instruction at KS3 - Aim to track whether students can spell, define and use tier 3 and tier 2 words in 200 word summaries (English, geography, MfL, Science) All year 7 students receive a free book, partly funded by PP money and we also hold parental book giveaways to encourage parental reading.	reading age that students are able to access not their chronological age. Improved literacy levels improves student access to the whole curriculum which is why a whole school approach is being employed at KS3. If we can get parents reading then it will encourage students to read	
Employ a dedicated nurture teacher in year 7 who is primary trained and has a focus on improving literacy and numeracy.	This focuses on students who are making way below expected progress in literacy and numeracy. Nurture group supports the students by being a safe environment where the teaching of phonics is taught by a teacher with experience of this at KS1/2.	3

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

Budgeted cost: £196,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Success centre initiatives: (a) The Albion Foundation work with our vulnerable students during PE to increase their motor and social skills. The Foundation also runs an after school club so that these students can begin to build a relationship with staff and develop a desire to stay on for further enrichment activities after school. (b) Vulnerable students have a week-long trip to the mountain centre in Wales. This helps them to develop their maturity and independence before moving into KS4. (c) Equipment, uniform and often school lunches for students are funded (d) Success Centre interventions. These are small group sessions which cover learning and SEMH needs for	These are strategies that have been developed over many years, that have helped numerous students develop their confidence and provide motivation to develop their social and emotional intelligence. Case studies of previous students have demonstrated the effectiveness of these strategies.	1,2,3

disadvantaged and other vulnerable children.		
Facilitate academic tutoring for year 13 / 14 students who do not currently receive tutoring from any other partnered agencies	EEF and the Sutton Trust have identified that intensive programmes, where pupils have short, regular sessions (for, say, up to an hour, three or four times a week, for five to ten weeks) tend to have greater impact (see for example Elbaum et al., 2000).	2
Targeted year 12/13/14 students to complete a 12 week MyTutor revision programme		2
Focus on HAT students that are currently underachieving (following Nov mock exam results): (a) 3:1 tuition from the Brilliant Club (b) Mentoring - using a method that focuses on Academic Self Efficacy developed by The Access project (c) Peer mentoring. This is a mixture of academic mentoring and academic self-efficacy mentoring using sixth form students.	The Brilliant club has been evaluated by Cambridge University and UCAS "all in all, the results of this evaluation suggest that The Scholars Programme is effective at increasing student self-efficacy in relation to university study; a larger trial would clarify if the better general critical thinking skills observed for participants compared to the control group are driven by participation in The Scholars Programme." Impact reports on the Access Project suggest students involved perform + 0.6 of a grade more than their classmates and are 4 times as likely to attend top universities as similarly disadvantaged classmates Peer mentoring provides a safe space for students to be able to discuss obstacles and create stronger sense of community in school	2
Forge Staff to provide personal 12 week tutoring and revision programmes for small groups of (up to 10) year 11 students	Recent doctoral studies in the US have suggested that (1) teachers with higher relational self-efficacy also have more positive relationships with students, and (2) teachers' relational self-efficacy can be developed through interventions (Robinson, 2020)	2
All year 11 students to be provided with a revision guide in English, maths and science and their option subjects	Provides a resource that is easily accessible and supports lost learning time or missed lessons	1,2,5
City Year volunteer mentors to provide in-class support for 'at-risk' and	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
disadvantaged students in Yr 8-9	interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support (EEF)	
City Year volunteers to run reading, maths and literacy interventions for identified students	EEF and the Sutton Trust states that there is strong evidence for the benefits of one to one tuition for school children who have below average attainment (Higgins et al., 2014)	1
Investment in technological platforms (Accelerated Reader, IXL, LexPro) to maximise bespoke and independent learning opportunities in literacy and numeracy	Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology (EEF)	1

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

Budgeted cost: £160,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance • 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 • 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·	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	5

• Regular communication home		
All year 11 students to have at least two careers interviews and have completed 'looking ahead' survey before the end of 20/21 academic year.	Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment. (EEF, 2016)	2
KS3 careers programme to launch with all Yr7 students having access to Xello online provision		2
City Year volunteer mentors to run out-of-school-hours provision (homework club, breakfast club) to provide students with wrap-around provision	Breakfast clubs that offer pupils a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year (EEF, 2016)	3,5

Total budgeted cost: £ *646,520*

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.

The focus initially during lockdown and school closure was on ensuring that disadvantaged and vulnerable students had safe and well checks through visits interspersed with phone calls. Also, the provision of food for those eligible for FSM was a priority. This then moved to the provision of work online and access to work online so all of the academy Chromebook were made available either to key worker children in school or to disadvantaged students who were not accessing virtual learning. This also involved use of google classroom training for staff.
Teaching and learning focus was on helping staff develop their virtual presence, ensuring that lessons taught online were effective and developmental. A lot of work was done by tutors to identify those who were not engaging with learning and following it up with phone calls home to identify the problem and to find solutions which included provision of laptops and dongles etc. The T+L focus moved to teaching in the socially distanced classroom as staff stayed within their area at the front of the class separated by 2m from students.
All disadvantaged students were provided with study guides and academic mentoring was used with individuals e.g. AR1 group of year 11 girls who were supported throughout, especially important during the lockdown as they were isolated and fearful of what was going to happen and then after lockdown they were supported to do as well as possible in the assessments that led to the CAGs

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
n/a	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

-