

# Pupil Premium Strategy Statement 2020-21

1. Summary information					
<b>School</b>	The Orme Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£222,189	<b>Date of most recent PP Review</b>	11/20
<b>Total number of students</b>		<b>Number of students eligible for PP</b>	<b>Total: 240</b> Year 7: <b>43</b> Year 8: <b>48</b> Year 9: <b>48</b> Year 10: <b>40</b> Year 11: <b>62</b>	<b>Date for next internal review of this strategy</b>	09/21

2. Attainment				
	Students eligible for PP 2020 leavers	Students eligible for PP: 2021 Leavers	Students not eligible for PP: 2020 Leavers	Students not eligible for PP: 2021 Leavers
% achieving English and Maths 4+	42.9	22.0	61.2	42.9
% achieving English and Maths 5+	22.4	8.5	36.4	26.1
Progress 8 score average	-0.68	-0.82	-0.13	-0.58
Attainment 8 score average	39.35	32.33	46.47	42.51

### 3. Barriers to future attainment (for students eligible for PP)

<b>In-school barriers</b> (issues to be addressed in school, such as poor literacy skills)	
<b>A.</b>	Pupil Premium students are more prone to inappropriate behaviours potentially leading to exclusions – internal and external
<b>B.</b>	Weak literacy and numeracy skills are a barrier to achievement in all subjects
<b>C.</b>	Some students have low aspirations and lack of self-belief
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Some students have a poor home learning environment Inconsistent parental engagement Some low aspirations and self-esteem Some undesirable social pressures Some lower levels of attendance than non-disadvantaged students

<b>4. Desired outcomes</b> (desired outcomes and how they will be measured)		Success criteria	Actions	Monitoring
<b>A.</b>	Demonstration of positive engagement in lessons and around the school community.  <b>Measured by:</b> Observations, learning walks, pupil voice, increased merits and reduced de-merits staff feedback, AtL analysis, exclusion data, reflection room data. <b>Online engagement data</b>	Exclusions of PP pupils to show a continued reduction* In-school AtL data for PP pupils is increasingly positive* Number of repeat appearances in reflection room reduced* *All to be in line with non-PP	<ul style="list-style-type: none"> <li>Revisit with staff the role of the HoY and PSO.</li> <li>To ensure consistency regarding pastoral roles, ensure PSOs have received formal training.</li> <li>PSOs to attend and at times provide input on whole-school CPD.</li> <li>Reinstate form time when restrictions allow.</li> <li>Revisit the AtL systems with teachers, expectations for all pupils, to ensure data inputs are accurate for disadvantaged pupils.</li> <li>Ensure that there are clear systems and strategies in place to support disadvantaged pupils who are at risk of being excluded.</li> </ul>	<p>Half-termly focus of Drop-ins reported to SLT meeting by CLA and SHE</p> <p>Half termly FLMA focus on PP student voice</p> <p>Half termly SLT agenda item reviewing AtL data</p>

		PP students receive regular rewards for positive behaviour, merit totals show an increase, which is purposefully above non-PP	<ul style="list-style-type: none"> <li>Provide CPD for teachers to support them in de-escalating situations, upskill pupils on how to respond in challenging situations and engage parents.</li> </ul>	
<b>B.</b>	Accelerate and increase progress of Pupil Premium students.  <b>Measured by:</b> Data Captures, Improved Reading Ages. Lexia data, 'Times Table Rock Stars'	<p>English and mathematics assessments show improvement. Percentage of students on or above track increased. Reduction of PP performance gap</p> <p>Year 7 – unavailable as we don't yet have benchmark/targets. Targets are pending from FFT based on CAT4 results.</p> <p>Year 8 – 86.3% (88.5%) 2% gap</p> <p>Year 9 – 39.6% (46.1%) 6.5% gap</p> <p>Year 10 – 57.8% (65.3%) 7.5% gap</p> <p>Year 11 – 54.3 (63.3%) 9% gap</p>	<ul style="list-style-type: none"> <li>Ensure the curriculum and work sent home is accessible for learners <b>SEND team to monitor appropriateness of work during January Lockdown</b></li> <li>Close monitoring of these pupils by PSO, teachers and SEND team providing relevant and timely support so that these pupils don't get further behind.</li> <li><b>Vulnerable PP students to be encouraged to attend school rather than remain at home during January Lockdown</b></li> <li>Teachers to organise seating plans so that learners with SEND who are supported by TAs are sat nearer to disadvantaged pupils, so that TA can support this extended group.</li> <li><b>Teachers prioritise responding to e-mails and 'chat-box' requests for support on Microsoft Teams for their PP students</b></li> <li>Those colleagues who are not fully utilising/embedding the Seven Easy Steps document into their practice, or disadvantaged pupils in their groups are underperforming need to be following a formal monitoring programme. The formalised approach will support teachers who are unable to tackle underperformance of disadvantaged pupils and should involve the PP lead, the Lead for Teaching and Learning and the PP Champion.</li> </ul>	<p>Termly data capture discussed at SLT and with HoDs</p> <p>Risk Register review meetings</p> <p>Half termly SLT agenda item reviewing progress data</p> <p>Half termly pupil pursuits by CLA reported to MBO in Line Management</p>

			<ul style="list-style-type: none"> <li>• Closely analyse where teaching of disadvantaged students is leading to the narrowing of gaps. Identify what is working and why. Implement strategies to systematically share the practice so that teachers are able to learn from each other.</li> <li>• Teachers to utilise data (formative and summative) to inform planning and delivery.</li> <li>• Consider interventions that can be implemented from Year 7 to avoid the disadvantaged/non-disadvantaged gap growing over the time learners are in the school.</li> <li>• Intensive support for vulnerable learners attending during January Lockdown who are also PP students in order to show accelerated progress</li> <li>• Review literacy as a priority to continue improving the vocabulary and grammar of all pupils.</li> <li>• Covid-19 Catch-up and recovery plans in place for all PP students in all subjects</li> <li>• Teachers expected to know barriers to learning and understand the PP strategy in relation to their area of work</li> </ul>	
<b>C.</b>	<p>Pupil Premium students show increased aspirations and a 'can do' attitude leading to improved outcomes and access to appropriately aspirational post 16 destinations.</p> <p><b>Measured by:</b> Destination data, feedback from pupils and staff, AtL data,</p>	<p>Student data indicates increasingly positive attitudes to learning and improved outcomes across the curriculum. A greater proportion of PP students attend more aspirational post 16 destinations.</p>	<ul style="list-style-type: none"> <li>• CPD for staff on careers linked to their curriculum area and how to support pupils in their subject area, PSHE and provide advice regarding careers.</li> <li>• Careers interviews for pupils at Key Stage 3 and PP first approach to KS4 careers interviews.</li> <li>• Further develop alumni contacts and engage them in school events, e.g. Presentation Evening, careers events.</li> <li>• Positive activities in place and are effective including KS3 graduation, CIAG events, final sprint and inspirational speakers.</li> </ul>	<p>Cross referencing Risk Register with PASS survey of target students reviewed termly by CLA and MBO</p>

	proportion of students graduating at KS3. Analysis of online engagement data		<ul style="list-style-type: none"> <li>Explicitly highlight with staff at every opportunity the school's aspiration for disadvantaged pupils and how education can have the greatest impact.</li> </ul>	
<b>D.</b>	<p>Pupil Premium absence and persistent absence significantly reduced. Parents are actively engaged in their child's education and attendance.</p> <p><b>Measured by:</b> Improved attendance and punctuality, BfL and AtL data. Improved outcomes at Data Captures, destination data, KS3 Graduation data, engagement in extra-curricular and enrichment projects (Outward Bound, Erasmus+ etc.) Analysis of online engagement data</p>	<p>30% reduction by Easter 2021 60% reduction by Summer 2021</p> <p>Overall attendance shows an increase of at least 2% for PP pupils over the year, bringing PP Attendance closer in line with whole school target</p> <p>Greater parental engagement is evidenced by Parents Evening attendance, Curriculum Evening Attendance etc.</p>	<ul style="list-style-type: none"> <li>Revisit the attendance processes with staff and pupils.</li> <li>Home visits by VIP Education and PSO to develop parent-school relationships.</li> <li>Historic PAs / Covid-19 risk groups identified for early intervention</li> <li>New Attendance Tracker developed and implemented</li> <li>Forensic analysis of PP Attendance data by Academy Leaders, HoYs and PSOs</li> <li>Rewards and celebration incentives for PP students</li> <li>Retention of 2<sup>nd</sup> day absence approach</li> <li>Attendance Matters policy to be embedded into Academy expectations</li> <li>PSOs deployed to work with students who have attendance below 95%</li> <li>Aspiration of PSPs for all PP students with absences above 5%, introduced in response to tracker</li> <li>Student VLE used effectively to ensure missing work is completed</li> </ul>	Half termly SLT agenda item reviewing Attendance data HoYs to use Attendance tracker for their weekly meetings with PSOs and fortnightly meetings with Attendance Officer
<b>E</b>	<p>Embed effective leadership and management of the Pupil Premium Strategy</p> <p><b>Measured by:</b> See aspects A-D</p>	Success criteria in aspects A-D are achieved	<ul style="list-style-type: none"> <li>Refine the Pupil Premium Strategy Plan to clearly highlight: the number of disadvantaged students, the funding, barriers to learning, teaching priorities, strategies and approaches, research linked to PP spending and rationale.</li> <li>Leaders need to monitor and evaluate the impact of PP strategies at set times of the academic year.</li> </ul>	Half termly review meeting with the Statutory Grants Academy Council member and CLA

			<ul style="list-style-type: none"> <li>• Revisit with all staff systems and processes in school to support disadvantaged pupils. Ensure all staff are clear on the role they play in the process of tackling underperformance of disadvantaged learners.</li> <li>• Ensure that staff are clear that ‘eligibility does not mean ability’,</li> <li>• Ensure that middle leaders include as a mandated item on their departmental agendas the progress of disadvantaged pupils and the actions that they are taking to support these learners in all year groups.</li> <li>• Review the strategies in place for disadvantaged learners to support curriculum, attendance, aspirations, etc.</li> <li>• Conduct training for all staff and Academy Councillors on the recommendations from the EEF toolkit and how they should be implemented at The Orme.</li> <li>• Ensure clarity on how CPD links to improving outcomes of disadvantaged pupils and other school priorities.</li> <li>• CPD linked to Quality First Teaching needs to be sustained over time and its impact needs to be monitored through learning walks, work scrutiny, Pupil Voice, etc.</li> <li>• Develop opportunities for the PP Champion to support teachers who are not improving the outcomes of disadvantaged pupils.</li> <li>• PP Champion to develop a Working Group of department PP champions and to provide training and strategies to support disadvantaged pupils that can be shared across departments.</li> <li>• Podcasts to be developed to disseminate TLAC strategies to all staff, focusing on strategies that will support online learning of PP students</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Ensure the newly appointed Statutory Grants Academy Council member is fully aware of the challenges faced by the school in relation to outcomes of disadvantaged pupils and receives training to enable them to support the school with regards to this priority.</li> <li>• The SGAC to be trained on PP challenge – rationale of expenditure and impact</li> <li>• Promote opportunities for the SGAC to attend whole-school CPD regarding the EEF Toolkit and NFER research.</li> <li>• Provide a clear termly summary report on strategies and impact of the funding.</li> <li>• Calendared meeting times for HoY and PSOs</li> <li>• Maintaining a culture of 'Over and Above / deliberate practice</li> <li>• Risk Register for all year groups utilized by HoDs</li> <li>• PP Student Pursuits</li> <li>• Inclusive Planning Grids adapted to include TLAC strategies</li> </ul>	
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### Expenditure Plan PP Budget 2020/21

The allocation for 2020/21 is expected to be £231,110 (based on previous years)

Item	Budget 2020/21
<b>Curriculum/Achievement Support</b>	<b>£110,000</b>
Staffing and resources focused on ensuring Pupil Premium students make rapid progress following COVID closure.	
Study materials for students requiring additional resources (eg pencil case packs, art packs, additional library resources etc)	
Study support through access to additional targeted subject and wider learning programmes.	
Enhanced provision for ICT at home for PP students	
Pastoral support with students and families.	
<b>Behaviour improvement and support programmes</b>	<b>£20,500.00</b>

Provision for 1:1 mentoring support for PP vulnerable students	
Additional reflection room opening times, staffing and support materials	
Rewards/incentive budget targeted at PP students	
<b>Provision for Y11 Booster</b>	<b>£25,000.00</b>
Additional access to Study Club Provision and support, including on-line 1:1 tuition	
Additional Form Provision for SEND/PP student support with additional specialist support hours	
<b>SEN Provision</b>	<b>£23,000.00</b>
Targeted and additional support for PP students who have special educational needs or disabilities.	
Support for families to ensure the wrap around provision for students is a strength.	
<b>Careers Advice and Guidance</b>	<b>£10,000.00</b>
Purchase of Support Package covering Careers guidance, attendance at careers fayres, preparation interviews for Sixth Form or employment etc.	
Data Conferences with individual PP families	
<b>Attendance</b>	<b>£16,000.00</b>
Additional EWO time focus PP families directly where attendance needs to improve.	
1 day PSO support for Attendance Hub and provisions for this service.	
<b>SEMH Support</b>	<b>£17,000.00</b>
ELSA training for key pastoral staff	
Younger Minds provision and support	
1:1 support through ELSA counsellor	
<b>Parental Engagement Support</b>	<b>£8,000.00</b>
PSO Support time for 1:1 contact and encouragement to attend following COVID-19 pandemic	
Additional communication with PP Parents to encourage attendance	
<b>CPD</b>	<b>£1,500</b>
Ensuring staff are well-equipped and prepared to support PP students to make rapid and sustained progress	
<b>Total</b>	<b>£231,000.00</b>

## The Orme Academy Strategy Explanation Document 2020-21

# Pupil Premium Strategy : Over and Above

<p><b>Vision</b></p>	<p>To ensure accelerated progress for Pupil Premium students. To secure academic and enrichment success achieving at least in line with their Non-Pupil Premium peers in school. PP students will be challenged in line with National Non-PP students, early identification of barriers to learning will be embedded and a coordinated approach to removing those barriers will create an expectation of opportunity thus making The Orme Academy a beacon of equality.</p>				
<p><b>Strategy Aspect</b></p>	<p><b>Attendance</b></p>	<p><b>Teaching and Learning</b></p>	<p><b>Curriculum</b></p>	<p><b>Parental and Pupil Engagement</b></p>	<p><b>Interventions</b></p>
<p><b>What this means</b></p>	<ul style="list-style-type: none"> <li>• Historic PAs / Covid-19 risk groups identified for early intervention</li> <li>• New Attendance Tracker developed and implemented</li> <li>• Forensic analysis of PP Attendance data by Academy Leaders, HoYs and PSOs</li> <li>• Rewards and celebration incentives for PP students</li> <li>• Retention of 2<sup>nd</sup> day absence approach</li> <li>• Attendance Matters policy to be embedded into Academy expectations</li> <li>• PSOs deployed to work with students who have attendance below 95%</li> <li>• Aspiration of PSPs for all PP students with absences above 5%, introduced in response to tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Covid-19 Catch-up and recovery plans in place for all PP students in all subjects</li> <li>• Quality First Teaching secured across all subjects via relentless monitoring and evaluation</li> <li>• PP Champion role evolves to promote and raise the profile and effectiveness of support strategies</li> <li>• Maintaining a culture of 'Over and Above / deliberate practice</li> <li>• Risk Register for all year groups utilized by HoDs</li> <li>• PP Student Pursuits</li> <li>• Inclusive Planning Grids adapted to include TLAC strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Subject resources packs to support work at home / blended learning</li> <li>• Independent Learning facilitated by student VLE</li> <li>• Enhanced provision of ICT at home for PP students with changes over time monitored and responded to</li> <li>• Alternative education opportunities</li> <li>• Highly bespoke support as need is identified across academic, behaviour, SMSC etc</li> <li>• Mentor and key worker support from LSAs and PSOs for PA students to ensure curriculum coverage</li> <li>• SEND team to audit curriculum match to SEND areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• PP area on website</li> <li>• All staff expected to know who their PP students are</li> <li>• Teachers expected to know barriers to learning and understand the PP strategy in relation to their area of work</li> <li>• High profile focus on PP students for achievement, behaviour and attendance</li> <li>• Regular and effective CPD for staff re-PP barriers and high expectations.</li> <li>• PP Data Conference</li> <li>• CPD and dedicated key worker for raising attainment for boys</li> <li>• PP Review to monitor and evaluate progress and identify support</li> <li>• Bespoke provision for PP pupils with additional and SEND needs</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention for accelerated progress, informed by principles of RADY Project</li> <li>• Dedicated Literacy and Numeracy Catch-up Programmes with LSA support and specialist teachers</li> <li>• Support for engagement in visits and residential experiences to ensure proportional representation</li> <li>• Preferential Younger Minds, Emotional Coaching and ELSA referrals</li> <li>• Identification of potential PP NEETs and targeted career support and advice</li> </ul>

	<ul style="list-style-type: none"> <li>• Student VLE used effectively to ensure missing work is completed</li> </ul>				<ul style="list-style-type: none"> <li>• Targeted curriculum enrichment experiences</li> </ul>
<p><b>Expected impact:</b></p>	<ul style="list-style-type: none"> <li>○ Demonstration of positive engagement in lessons and around the school community.</li> <li>○ Accelerate and increase progress of Pupil Premium students.</li> <li>○ Pupil Premium students show increased aspirations</li> <li>○ Pupil Premium absence and persistent absence significantly reduced.</li> <li>○ Embed effective leadership and management of the Pupil Premium Strategy</li> </ul>				