



PUPIL PREMIUM STRATEGY Review 2019-2020

Academic Year	2019/20	Total PP budget	£455802.5	Date of last internal PP review	October 2019
Total number of students	868	Number of students eligible for PP	511	Date of next review strategy	Interim March 2020
2019 achievement					
	All students	Students eligible for PP	Students not eligible for PP	Students not eligible for PP National	
% achieving basics (4+)	50%	40%	60%	72%	
% achieving basics	30%	25%	35%	50%	
Progress 8 score average	-0.04	-0.22	+0.15	+0.13	
Attainment 8 score average	42.1	38.3	46.1	50.1	

Desired outcomes (including how they will be measured)		Success criteria
A.	To improve attendance of all students, particularly PP students	Improved overall attendance for PP students with reduced persistence absenteeism.
B.	To reduce the percentage of students missing lessons due to FEx and reflection room removals	A reduction in FEx with fewer visits and repeat visits to the reflection room.
C.	To narrow the attainment gap between disadvantaged students and their peers	Entitled students will be making progress in line with or above their non-disadvantaged peers nationally.
D.	To enhance cultural capital so that students develop a good knowledge and understanding of the wider aspects of education and can access opportunities provided.	Increased engagement in extended learning opportunities visits and trips.

Potential Barriers to future attainment (for pupils eligible for PP)	
A.	Students may have difficulty accessing all the opportunities at Ormiston Denes because their attendance to school and their presence in lessons is too low. Support systems outside the academy may not be sufficient to enable them to access all that is on offer.
B.	Students who are entitled to PP are less likely nationally to attend well and are more likely to be fix term excluded.

Potential Barriers to future attainment (for pupils eligible for PP)

C.	Students may have significant gaps in their core knowledge, skills and understanding - especially in key areas such as literacy – which in turn may lead to weaker progress across the curriculum
D.	Students may arrive at the academy with a limited depth and breadth of cultural capital and which may limit their access to opportunities which would help them develop as individuals and in their academic progress

To improve attendance of students

Opportunities/SLT link responsible	Details	Actual Impact	Planned spend	Actual spend																																				
Attendance Team	<p>Employment of the Attendance Team who monitors the welfare and attendance of students and allocates the appropriate level of support to PP students to attend extra provision as well as normal lessons. This includes:</p> <ul style="list-style-type: none"> • 1 x Attendance Office • 1 x Assistant Attendance Office <p>Review and implement attendance process and rewards for students focusing on:</p> <ul style="list-style-type: none"> ○ Year group patterns ○ Vulnerable groups ○ Days of the year 	<p>Improved attendance (against re-set 2018/19 data which shows overall attendance at 90.6% and PA at 23.7%):</p> <ul style="list-style-type: none"> ○ Overall increase of +1.37% with Dis. Improving by +2% ○ PA: reduction of overall by -5.3% and Dis. by -5%. <p>PP students' attendance is marginally closer to non-PP.</p> <table border="1" data-bbox="992 759 1727 1023"> <thead> <tr> <th>Attendance</th> <th>Sep 18- Jul 19</th> <th>Sep 19 - Mar 20</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>90.63</td> <td>92</td> <td>+1.37</td> </tr> <tr> <td>Dis.</td> <td>88.25</td> <td>90.25</td> <td>+2</td> </tr> <tr> <td>Other</td> <td>93.55</td> <td>94.42</td> <td>+0.87</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="992 1059 1727 1273"> <thead> <tr> <th>PA %</th> <th>2018/19</th> <th>2019/20</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>23.4</td> <td>18.1</td> <td>-5.3</td> </tr> <tr> <td>Dis.</td> <td>28.5</td> <td>23.5</td> <td>-5</td> </tr> <tr> <td>Other</td> <td>17.1</td> <td>11</td> <td>-6.1</td> </tr> </tbody> </table> <p>This was only partially successful. More of an impact was expected due to the low re-set 2018/19 attendance figures.</p>	Attendance	Sep 18- Jul 19	Sep 19 - Mar 20	Change	Overall	90.63	92	+1.37	Dis.	88.25	90.25	+2	Other	93.55	94.42	+0.87					PA %	2018/19	2019/20	Change	Overall	23.4	18.1	-5.3	Dis.	28.5	23.5	-5	Other	17.1	11	-6.1	£24,176	£33,035
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SLT attendance support	<p>Designated member of SLT responsible for attendance – weekly meeting with Principal to review data. (One member of the SLT will have responsibility rather than each member of SLT having a house group each)</p> <p>Regular sampling of registers by Principal with immediate follow-up actions Half-termly audit of attendance data by safeguarding lead</p> <p>Codes other than present / absent have to be authorised by the Vice Principal and the Principal</p> <p>Strict adherence to the Ormiston attendance policy and advice and guidance on coding, EHE and exclusion</p> <p>Analyse current EHE and ensure all support was provided. Analysis to include:</p> <ul style="list-style-type: none"> ○ Being fast tracked ○ Prior behaviour record <p>PP/ SEND/ LAC /LPA/reading age</p>	<table border="1" data-bbox="994 129 1729 331"> <thead> <tr> <th>Attendance</th> <th>Sep 18- Jul 19</th> <th>Sep 19 - Mar 20</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>90.63</td> <td>92</td> <td>1.37</td> </tr> <tr> <td>Dis.</td> <td>88.25</td> <td>90.25</td> <td>2</td> </tr> <tr> <td>Other</td> <td>93.55</td> <td>94.42</td> <td>0.87</td> </tr> </tbody> </table> <table border="1" data-bbox="994 371 1729 587"> <thead> <tr> <th>PA %</th> <th>2018/19</th> <th>2019/20</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>23.4</td> <td>18.1</td> <td>-5.3</td> </tr> <tr> <td>Dis.</td> <td>28.5</td> <td>23.5</td> <td>-5</td> </tr> <tr> <td>Other</td> <td>17.1</td> <td>11</td> <td>-6.1</td> </tr> </tbody> </table> <p>This was successful.</p>	Attendance	Sep 18- Jul 19	Sep 19 - Mar 20	Change	Overall	90.63	92	1.37	Dis.	88.25	90.25	2	Other	93.55	94.42	0.87	PA %	2018/19	2019/20	Change	Overall	23.4	18.1	-5.3	Dis.	28.5	23.5	-5	Other	17.1	11	-6.1	£0	£0
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Nurture Support	Our nurture programme provides structured support for vulnerable students who require support to overcome social, emotion and other barriers to learning including 2 x support staff.	<table border="1" data-bbox="994 1211 1729 1455"> <thead> <tr> <th rowspan="2">Referrals to Pathways</th> <th colspan="3">Number of Students</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>139</td> <td>57</td> <td>196</td> </tr> <tr> <td>Spring</td> <td>26</td> <td>8</td> <td>34</td> </tr> </tbody> </table>	Referrals to Pathways	Number of Students			PP	Non PP	Total	Autumn	139	57	196	Spring	26	8	34	£28,350	£57,060																	
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Attendance Rewards	Employment of rewards coordinator to improve competition within the academy leading to a greater sense of pride and resilience in all students. Greater representation of PP students in all areas of rewards.	<table border="1"> <tr> <td>Attendance</td> <td>Sep 18- Jul 19</td> <td>Sep 19 - Mar 20</td> <td>Change</td> </tr> <tr> <td>Overall</td> <td>90.63</td> <td>92</td> <td>1.37</td> </tr> <tr> <td>Dis.</td> <td>88.25</td> <td>90.25</td> <td>2</td> </tr> <tr> <td>Other</td> <td>93.55</td> <td>94.42</td> <td>0.87</td> </tr> </table> <p>This was successful.</p>	Attendance	Sep 18- Jul 19	Sep 19 - Mar 20	Change	Overall	90.63	92	1.37	Dis.	88.25	90.25	2	Other	93.55	94.42	0.87	£4,661	£2994
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Breakfast Club and exam support breakfasts	<p>A supervised breakfast club provision every morning to allow all students to remove hunger as a barrier to learning. This includes:</p> <ul style="list-style-type: none"> • supervision every morning • cost of food and canteen staff <p>Every morning throughout the exam and mock period, a supervised breakfast is provided for all students ensuring they attend school for warm up sessions ahead of exams. This includes:</p> <ul style="list-style-type: none"> • 2 x RA assistants to support and supervise 	<p>No examinations took place, however, disadvantaged pupils benefited from the free breakfasts each morning during breakfast club until March.</p> <table border="1"> <tr> <td>Free breakfasts</td> <td>Autumn</td> <td>Spring</td> </tr> <tr> <td>Total</td> <td>6463</td> <td>4228</td> </tr> <tr> <td>Dis.</td> <td>5127</td> <td>3352</td> </tr> <tr> <td>Non Dis.</td> <td>1336</td> <td>876</td> </tr> </table> <p>This was successful.</p>	Free breakfasts	Autumn	Spring	Total	6463	4228	Dis.	5127	3352	Non Dis.	1336	876	Water £300 Breakfast £1,000	£0				
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Hardship Support: Uniform and equipment	<p>Enhancing curriculum provision which allows PP students to access:</p> <ul style="list-style-type: none"> • Equipment (pens, pencils, rulers, calculators and planners) • Shoes • Uniform <p>Laptops if no access at home</p>	<p>PP students will not be disadvantaged by lack of equipment, leading to better progress.</p> <p>This was successful.</p>	£12,584	£12500
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To reduce the percentage of students missing lessons due to FEx and reflection room removals																										
Opportunities/SLT link responsible	Details	Actual Impact			Planned spend																					
Devise a comprehensive alternative curriculum (specialist curriculum)	<p>Restructure SLT roles and responsibilities so that key areas of focus have an SLT lead and that the leadership is fluid in its response to changes and impact. Proposed changes include:</p> <ul style="list-style-type: none"> ○ Alternative Provision (curriculum) and Extended & Specialist Provision ○ Agree communication strategies when proposals or decisions are agreed <p>Review schemes of learning so that they met the needs of all students especially those who are most vulnerable.</p> <p>HoDs analyse curriculum offer to identify opportunities to support</p>	Raising Achievement Room over time			£0	Alternative curriculum £21,361.83 Pastoral team support £195,944.5																				
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<p>emotional and mental health needs of students</p> <p>OAT SLEs in each subject area support process – and work with HoDs to audit provision and support proposed improvements</p> <p>Review current staffing specialisms and make any necessary adjustments and realignment to roles and responsibilities so that needs are met – within current structure.</p> <p>Ensure school timetable is adaptable so that vulnerable students receive good quality T&L and high-quality support – with one impacting on the other</p> <p>Improved outcomes at all levels for vulnerable groups</p> <p>Realign funding to support the various initiatives being proposed and implemented.</p> <p>Support from OAT National SEND lead</p> <p>Support provided by:</p> <ul style="list-style-type: none"> ○ CISS (County Inclusion Support Services) ○ OAT East – links and support 	Fixed Term Exclusions	Sep 18 - Jul 19		Sep 19 - Mar 20		Change	
		Days	Nu.	Days	Nu.	Days	Nu.
	Overall	395.5	167	279	141	116.5	26
	Dis.	309.5	134	235	117	74.5	17
	This was successful.						

Integration officer	To manage the academy's behaviour, support for our alternative to exclusion - Reflection Room (internal exclusion) and Pathways, our therapeutic reintegration provision; as part of the academy's positive behaviour management strategy, aiming to reduce reoccurrence of PP time in reflection. Calculated at 55.7% of salary.	Raising Achievement Room over time				£15,719	£33035	
		RA Totals	2018/19		2019/20			
			Days	Number	Days			Num
		Overall	2393	1857	1451.0			1265
		PP	1871	1440	1116.0			976
This was successful.								

To narrow the attainment gap between disadvantaged students and their peers				
Opportunities/SLT link responsible	Details	Actual Impact	Planned spend	
Raising Achievement	<p>Raising Achievement Team includes the Director of Year 11, Raising Achievement Centre Manager plus one raising achievement mentor. Team has responsibility for tracking progress of identified students and is funded by the PP at 53% and their activities include:</p> <ul style="list-style-type: none"> Supporting targeted students in Core lessons especially maths Supporting students in identified key EBacc departments such as Science and history Mentoring targeted students on individual skills such as organization , study skills Supporting the reintegration of Year 11 students Supporting additional lessons outside the normal school day throughout the academic year Supporting evening revision sessions 	<p>This strategy was successful as overall P8 was +0.20 with Dis. P8 +0.03.</p> <ul style="list-style-type: none"> Both Eng and Ma %9-5 and 9-4 were higher than 2018/19 Ma P8 was higher than 2018/19 P8 for History, Science and Computer Science significantly improved. <p>The gap between PP students and non-PP increased, however, PP P8 was significantly higher than Nat.19.</p>	£85,760	£55026

	<ul style="list-style-type: none"> • Provide revision guides for targeted students including: <ul style="list-style-type: none"> ○ Required texts to revise and prepare for English GCSE examinations ○ Core resource support (e.g. exampro, tassamai, maths watch, Pixl apps) 			
Performance management targets are focused on vulnerable groups and their progress and are linked with the school improvement plan	Improved attainment of PP students as measured through internal assessments in KS3 and KS4 outcomes	<p>This strategy was successful as overall P8 was +0.20 with Dis. P8 +0.03.</p> <ul style="list-style-type: none"> • Both Eng and Ma %9-5 and 9-4 were higher than 2018/19 • Ma P8 was higher than 2018/19 • P8 for History, Science and Computer Science significantly improved. <p>The gap between PP students and non-PP increased, however, PP P8 was significantly higher than Nat.19.</p>	£0	£0
Improve standards of literacy and numeracy especially at KS3	Devise a tailored programme for individual students which addresses their core skills of literacy and numeracy	<p>64.5% of PP students' (216 students) reading age improved after two terms of reading intervention.</p> <p>This was successful.</p>	£500	£500
Continue with the second phase of the boys SSIF supported by Ignite	<p>Enhance year 9 boys literacy skills especially in extended writing, metacognition skills, collaboration. Outcomes will include:</p> <ul style="list-style-type: none"> • Group overall increase in reading age of +0.05. • Average Increase in Progress 8 of 0.15 for the class 	This plan was discontinued due to redeployment of staff.	£1,200	£0
Tracking of PP attendance to parents evenings	To ensure that PP parents are getting the support that they need to attend parents evenings we will be tracking all PP entitled	Year 11 progress evening - 84% of PP students attended with an overall attendance of 85.7%	£0	£0

	students attendance and being robust in our action with non-attendance.	Year 10 progress evening – 87.6% of PP students attended with an overall attendance of 88.6%. Year 7-9 progress evenings did not take place due to Covid. This was successful.		
KS3 and KS4 food ingredients	Provision of food ingredients to facilitate practical activities.	Overall catering P8 was +1.25 with PP P8 being +1.25. This was successful.	£12,583	£9865

To enhance cultural capital so that students develop a good knowledge and understanding of the wider aspects of education and can access opportunities				
Opportunities/SLT link responsible	Details	Actual Impact	Planned spend	
Careers	Delivery of 'A Better Journey to Work' via service provided by All <ul style="list-style-type: none"> To widen students' understanding of careers using Fast Tomato Careers guidance software To develop students' curiosity in their future careers by inviting guests into school To coordinate careers related activities across the curriculum To target all PP year 11 students offering a careers guidance interview with follow up sessions as required. To raise aspiration by collaborative work with 	100% of KS4 PP students received a careers appointment. 100% of our PP pupils attended the Careers Fair, with exposure to 55 businesses and further education providers. All KS3 and KS4 students experienced careers advice during the form time provision. This was successful.	£16,369	£31,836

	<p>UEA Widening Participation team and NEACO</p> <ul style="list-style-type: none"> • To manage a UEA Futures Champion in school to mentor and support students. • To run the mentoring programme whereby students are referred for pastoral, academic and business mentoring with the initial agreement and introductions coordinated through careers. • To organise a careers fair planned for 2019 and will include over 55 attendees. • To work towards meeting the eight Gatsby benchmarks • To perform the role of Careers Leader and ensure compliance with statutory legislation 			
Enrichment activities	To enable all activities to be provided free of charge, a contribution towards costs is met through the PP allocation in proportion to cohort size.	Timetabled enrichment bi-weekly discontinued.	£3734	£0
PE Offsite Provision	To enable PP students to access enrichment activities beyond the PE curriculum.	<p>More PP students benefitted from additional sporting clubs compared to non-PP students.</p> <p>This was partially successful. More additional sporting clubs were planned, but cancelled due to Covid.</p>	£2,210	£0

Trips and visits	Funding for offsite trips and visits	PP students going on trips and visits during the Autumn term up by 10%. This was partially successful. More trips and visits were planned but, cancelled due to Covid.				£67, 675	£2646										
Extra provision of afterschool clubs and Maintain successful clubs attracting greater than average PP students	Increased provision of afterschool activities and clubs to enable students to increase their engagement and providing the library as a quiet place to work outside of school hours. Calculated as 55.7% of teachers 1256 allocation for afterschool clubs	<table border="1" data-bbox="931 308 1709 560"> <thead> <tr> <th data-bbox="931 308 1050 488"></th> <th data-bbox="1057 308 1352 488">Lunchtime/afterschool clubs</th> <th data-bbox="1359 308 1496 488">Number of students attending clubs</th> <th data-bbox="1503 308 1630 488">Total sessions attended</th> <th data-bbox="1637 308 1709 488">PP%</th> </tr> </thead> <tbody> <tr> <td data-bbox="931 493 1050 560">Autumn 19</td> <td data-bbox="1057 493 1352 560">62</td> <td data-bbox="1359 493 1496 560">333</td> <td data-bbox="1503 493 1630 560">1976</td> <td data-bbox="1637 493 1709 560">53%</td> </tr> </tbody> </table> <p data-bbox="920 600 1720 632">This was successful.</p>					Lunchtime/afterschool clubs	Number of students attending clubs	Total sessions attended	PP%	Autumn 19	62	333	1976	53%	£22, 900	£0
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Student Leadership	Employment of student leadership coordinator to oversee that PP entitled students are fully represented at all levels in the academy. The student leadership team currently consists of 73% PP.	57% of student leaders are PP, ensuring they have a voice and felt they can influence the academy. This was partially successful.				£504	£0										
Rewards	Employment of rewards coordinator to improve competition within the academy leading to a greater sense of pride and resilience in all students. Greater representation of PP students in all areas of rewards, budgeted at 55.7% of the TLR cost.	More PP students received rewards compared to non-PP. This was successful.				Cost included in attendance reward figure of £4661.											