

## Pupil Premium Spending 2020-21 – Evaluation of spending

### **The Pupil Premium: Using it to make a difference at Ormiston Maritime Academy**

What is the Pupil Premium? The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child is eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After) the school receives an amount per head within their budget. This is expected to rise each year. A provision is also made for children who have a parent in the armed services.

Ormiston Maritime Academy is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

Ormiston Maritime Academy actively promotes equality of opportunity for all staff, governors, students and parents, creating a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. The monies we receive for Pupil Premium children is targeted on those eligible children. Our Pupil Premium Activity is monitored and evaluated regularly. An in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

A tiered approach is used for Pupil Premium spending as some initiatives would take place over a number of years. Using the 'EEF guide to the Pupil Premium' the initiatives will be based **on teaching, targeted academic support and wider strategies**.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified Governor having responsibility for Pupil Premium (Sue Wallis) and an overarching strategic improvement plan which has success of Pupil Premium students at its core. All matters relating to the Pupil Premium are reported back to the Local Board of Governors, ensuring that the Academy is held to account for the impact of spending. Our focus for 2020 to 2021 is to ensure that the Pupil Premium funding is targeted appropriately. We want assessment data and inspection findings to suggest that the gap is narrowing. We aim that support given in class by additional adults is

well focused and contributes positively to students' learning. This effective targeted approach is crucial as our number of students eligible for Pupil Premium funding increases significantly in the earlier years groups with 64.57% of students in Year7 being eligible.

## Pupil premium strategy statement

### School overview

<b>Metric</b>	<b>Data</b>
School name	Ormiston Maritime Academy
Pupils in school	581
Proportion of disadvantaged pupils	55.77%
Pupil premium allocation this academic year	£309 420
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	March 2021 and August 2021
Statement authorised by	
Pupil premium lead	Mr T Silvester
Governor lead	Sue Wallis

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.37
Ebacc entry	0%
Attainment 8	36.48
Percentage of Grade 5+ in English and maths	21.4%

Strategy aims for disadvantaged pupils

<b>Aim</b>	<b>Target</b>	<b>Target date</b>	<b>National Average 19/20</b>
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	August 2021	-0.03
Attainment 8	Achieve national average for attainment for all pupils amongst similar schools	August 2021	40.2
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	August 2021	43.2%
Other	Improve attendance to national average for similar schools	August 2021	
Ebacc entry	Improve to national average EBacc Entry for all pupils for similar schools	August 2021	38.4%

## PPG – breakdown of spending 2019-20

Where there is evidence of ‘in year’ impact, this is included in the table. This impact is evaluated periodically to determine which initiatives/activities are continued or developed. A full review takes place in September 2020 which informs the new plan.

This section judges the impact of our practice against 3 KPIs

- 1) Exam outcomes
- 2) Attendance
- 3) Behaviour indicators

Number of Students and pupil premium grant (PPG) received	
<b>Total number of Students on roll</b>	581
<b>Total number of Students eligible for PPG</b>	324
<b>Amount of PPG received per student</b>	324 @ £955
<b>Total amount of PPG received</b>	£309,420

Initiative/Activity These may be initiatives derived from the development plan or ongoing commitments	Tiered Approach Pupil Premium Spending from EEF	Approx Cost	Objective	Monitoring	Intended Outcome and Impact.	In Year evidence of impact  (This column to be completed throughout 2020-21)	% of students 56% of all students are PPG)
Improving feedback between Tutors and Students – the number one initiative as researched by the Sutton Trust	Teaching	£360	To provide time for live marking (green), self-assessment (red) and improvement phase (purple).	Book trawls + daily support walks	Attainment grades increase as PPG students get clearer feedback – the gap closes	2021 P8 Dis -0.55 vs -0.46 nDis  2021 P8 DIS -0.55 is +0.33 vs 2019 (-0.88)  Gap in P8 against whole cohort is -0.03 vs -0.35 in 2019  Live feedback halted due to COVID measures. Feedback continued verbally and as part of WCF	55.77%
Personal Tutor Time programme – careers	Wider strategies	£500	To ensure students have the correct advice and guidance for post-16 options	Tutor time learning walks; student voice	NEET better than NA	Careers programme continued virtually during lockdown and then during tutor time once students returned to school	55.77%

Personal Tutor Time programme – votes for schools	Wider Strategies	£800	To provide a programme which helps students with democracy (British Values)	Tutor time learning walks; student voice	Students understand what a democracy is	Programme currently on hold due to remote learning. Tutor drop ins focussing on wellbeing	55.77%
Class files	Teaching	£132.66	All teachers to target TnL and intervention appropriately	Learning walks	Attainment grades increase as PPG students get clearer feedback – the gap closes	All staff have seating plans that identifies PPG students	55.77%
Mathematics intervention during tutor time for Year 11	Targeted Academic Support	£3,166	To provide targeted revision for GCSE Mathematics	Tracking points	Students make more progress in maths	Students are placed into intervention groups. These were paused due to remote learning but continued when students returned to school.  P8 Dis -0.42 vs -0.47	51% of the students selected are PPG
English intervention during tutor time for Year 11	Targeted Academic Support	£3,166	To provide targeted revision for GCSE English	Tracking points	Students make more progress in English	Students are placed into intervention groups. These were paused due to remote learning but continued when students returned to school.  P8 Dis -0.66 vs -0.48 nDis	61% of the students selected are PPG
Improving Attendance – employing and attendance officer	Wider strategies	£23,594	To continue to close the attendance gap	Daily phone calls. Minibus used to pick Students up Referral to EWO. PSPs for those with poor attendance	Students' attendance increases, leading to higher attainment and fewer NEET students	Attendance officer recruited.  Attendance for whole year  83.53% vs 91.15%	55.77%

Safeguarding of our most vulnerable PPG students	Wider strategies	£895.50	Use of CPOMS to support students who are vulnerable and their families	Report generated form CPOMS; case studies	Students are safeguarded effectively	Out of concerns reported 71% are PPG	55.77%
Wellspring	Targeted academic support	£48,920	To provide a curriculum to Students who find mainstream education difficult (22 places)	Tracking reports Attendance	Attainment grades increase, attendance increases and permanent exclusions decrease	14 students with an attendance of 65.77%	57% of the students who attend are PPG
Integrated Services	Targeted academic support	£41,790	To provide a small working group of KS3 students to work on literacy and numeracy as part of a transition to mainstream sessions	Learning walks	Students return to more full-time sessions. SMSC skills improve Literacy and numeracy levels increase	58.7% of PPG students made more than expected progress across all programmes vs 60% of non PPG.	16.2% of students are both SEN and PPG
Maths mastery	Targeted academic support	£5,000	To provide a curriculum to students that promotes thinking and problem-solving skills	Learning walks Tracking points	Students attainment and progress in maths increases	Interrupted due to lockdown.  Y7 average unit score for PPG students 11.5 vs 13.2 Non-PPG  More reliable data to be taken from GLA assessments	55.77%
English Mastery	Targeted academic support	£5,000	To provide a curriculum to students that promotes thinking and problem-solving skills	Learning walks Tracking points	Students attainment and progress in English increases	Interrupted due to lockdown.	55.77%

						<p>Assessment Average progress difference (PP vs average) as follows:</p> <p>Y9 -0.41 Y8 0.1 Y7 0.02 Overall -0.11</p> <p>At KS3, PP students are performing only marginally below average within the Mastery curriculum: 0.14 grades below in Assessment 1 and 0.11 grades below by assessment 2 in Summer 2021 (end of year data). This reflects a closing gap from KS4 results in 2020 (CAG) of -0.26 and 2019 (exams) of -0.22.</p>	
Heads of Year (non-teachers)	Wider strategies	£64,473	To remove low level disruption from sessions and provide a mechanism for students to reflect on their behaviour and learn from it	Report on students who are removed	Low level disruption reduced in learning sessions this will benefit PPG students disproportionately as shown by Sutton Trust research	68.4% of behaviour points are awarded to PPG students	55.77%
Reflection Room and Consequence Room	Wider strategies	£41,790	To remove more mid-level disruption from sessions and provide a mechanism for	Report on students who are in this room	Restorative justice is also a way researched to help resolve future issues	73% of students who are placed in reflections/consequences are PPG	55.77%

			students to reflect on their behaviour and learn from it				
Learning Support Assistants	Targeted academic support	£126,013	To help provide support in learning sessions and therefore help Students to understand the work	Curriculum Appraisals and group make up monitoring to ensure non-specific support is directed to areas of high ppg density	Gap closing in attainment/ progress	Disadvantaged SEND students performed better than non-disadvantaged  SEND Dis -0.92 vs -1.02 SEND nDis	16.2% of students are both SEN are PPG
Rewards	Wider strategies	£3,000	To improve attendance and behaviour	Student attendance and behaviour	Student attendance and behaviour increases, especially PPG	Attendance for whole year  83.53% vs 91.15%	55.77%
Reading software (exam access)	Targeted academic support	£2427.50	To be able Students with low reading ages to access exam scripts	Students access scripts	Gap closing in attainment/ Progress	All exam access arrangements completed	47% with exam access arrangements are PPG
Accelerated Reader–KS3	Targeted academic support	£2400	To identify Students who need further help in these areas by creating intervention groups to be run during tutor time and in replacement of some sessions	Student groups identified Tracking of progress	Reading age gap is narrow in yr7-8 when we run the AR course. It widens in Yr9 when the course is not run. The gap should close again by end of 2016-17	Y7 overall reading age change from Oct-Dec 2020: +1 month Y7 FSM* reading age change from Oct-Dec 2020: +2 months Y8 reading age change from Oct-Dec 2020: +4 months Y8 FSM* reading age change from Oct-Dec 2020: +4 months	55.77%

						The accelerated reader programme stopped after this point and was replaced by class reads.	
Stationery and Uniform	Wider strategies	£10000	To provide Students with equipment for sessions and uniform if parents have funding issues	Log of who requires extra stationery and uniform	Students don't feel excluded	Uniform: £8208.38 Stationery Packs: £1672.29	55.77%
Engineering course at HETA	Targeted academic support	£7560	Students in Year 10 to achieve a qualification in Engineering which is more practical	Jgw to monitor; attendance sheets and tracking	Students more engaged in their education; increase progress 8	All students have achieved at least a level 2 pass in Unit 2 that they studied last during Year 10.	52% of the students that attend are PPG
LAC support	Targeted academic support	£25,000	LAC students feel supported whilst in education	Tracking	Students more engaged, attainment and progress increases	Case studies on request. P8 CLA 0.23 vs -0.53 nCLA	100% are LAC and PPG
In-school Counsellor	Wider strategies	£10000	Students get the social and emotional support		Students wellbeing is improved	The % of student seen who are PPG are as follows: Sept 20 68% Oct 20 60% Nov 20 60% Dec 20 60% Jan 21 72% Feb 21 61% March 21 54% April 21 78% May 21 72% June 21 66% July 21 74%	55.77%

To provide Assistant SENCO and SENCO	Targeted academic support/Teaching	£115,906	To provide the correct support in class and also CPD for teachers	CPD Learning Walks Student passports	PPG with SEN students improve attainment and progress	Disadvantaged SEND students performed better than non-disadvantaged  SEND Dis -0.92 vs -1.02 SEND nDis	16.2% of students are both SEN are PPG
Buying of food for practical lessons	Wider strategies	£3000	Students can take part in lessons	TIR to monitor	Students learn cooking skills	£712.14 spent during the year including lockdown lessons. This has enabled all students to take part in activities.	55.77%
EduLink	Wider strategies	£1800	To provide a system to allow effective sharing of school information	Homework analysis of completion and engagement	Clear communication between school, parents and students allowing for increased parental and student engagement.	All communication for remote learning shared via edulink	55.77%
SAM Learning	Targeted academic support/Teaching	£2092	To provide further opportunity for targeted intervention supporting home study and the recovery curriculum.	Homework analysis of completion and engagement	Attainment grades increase as PPG students are provided with targeted intervention- the gap closes	SAM Learning used to support remote learning for students	55.77%