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 Maritime Academy
Number of pupils in school	621
Proportion (%) of pupil premium eligible pupils	55.77%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022 September 2023 September 2024
Statement authorised by	Mrs C Robson - Principal
Pupil premium lead	Mrs C Robson - Principal
Governor / Trustee lead	Mr G Marsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£289, 098
Recovery premium funding allocation this academic year (2022-23)	£83, 490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£372, 588

Part A: Pupil premium strategy plan

Statement of intent

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 (Greg Marsden) 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 the next three years 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.

Challenges

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

Challenge number	Detail of challenge
1	Progress made by disadvantaged pupils is below NA
2	Attainment of disadvantaged pupils is below NA
3	Basics for disadvantaged pupils English and maths 5+ is below NA
4	EBacc Entry for disadvantaged pupils is below NA
5	Attendance for disadvantaged pupils is below NA
6	Suspensions and permanent exclusions for disadvantaged students is above average
7	Mental health and well-being have suffered during lockdown. Lack of support around PSHE/SRE issues during lockdown
8	Pupils, including disadvantaged, have low rates of phonics progress, exacerbated by Covid absence

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
Achieve national average for progress 8 for all pupils amongst similar schools	-0.55 NA for disadvantaged +0.15 NA for non-disadvantaged in 2022. ***OMA to get above -0.55 for disadvantaged and gap is diminishing***
Achieve national average for attainment 8 for all pupils amongst similar schools	37.5 NA for disadvantaged 52.6 NA for non-disadvantaged in 2022 ***OMA to get above 37.5 for disadvantaged and gap is diminishing***
Achieve average English and maths 5+ scores for similar schools	Success is to improve on these scores: NA is 65% and NA of disadvantaged is 45% (at 4+) NA is 43% and NA of disadvantaged is 25% and non-disadvantaged 50% (at 5+) (The above is from 2019) ***OMA to get above the NA for disadvantaged and gap is diminishing at 5+***
Improve to national average EBacc Entry for all pupils for similar schools	Success is to improve on these scores:

	National entries in 2019 were disadvantaged 24.9% vs 44.5% non-disadvantaged ***OMA to get above the NA for disadvantaged and gap is diminishing by 2023*** NA progress is 30% and NA of Ever 6 is 13% (at 4+) NA progress is 17% and NA of Ever 6 is 7% (at 5+). ***OMA to get above progress at NA for disadvantaged and gap is diminishing by 2023***
Improve attendance of disadvantaged students	NA for disadvantaged in 2019 was 9.2% ***Attendance of disadvantaged students to be consistently above 92%***
Improve suspension and permanent exclusion figures	Using 2019 NA figures: ***OMA to have lower than FTE 26.69%, FTE 1+ 10.79%, FTE 2+ 5.11%, Perm Ex 0.51%***
Ensure disadvantaged students have access and priority of the school counsellor	***The proportion of students seen by the counsellor is at least 57%***
The PSHE/SRE curriculum follows statutory guidance but in addition learning around the local challenges	***Audit of PSHE/SRE curriculum by OAT is fit for purpose and appropriate to the needs of the local area***
Improve phonics scores and reading ages	***Targeted phonics programme and rapid reader with disadvantaged students being prioritised and standardised tests show progress***

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: Approx £ *51000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure extra staff are timetabled to Year 11 during Personal Tutor time to focus on interventions in English, Maths and Science	Reducing class sizes appears to result in around three months additional progress (EEF)	1, 2, 3, 4
Reading Aloud program	Colin MacLeod, a psychologist at the University of Waterloo in Canada, has extensively researched the impact of reading aloud on memory. He and his collaborators have shown that people consistently remember words and texts better if they read them aloud than if they read them silently. +5 months progress for oral language interventions	1, 2, 3, 4, 8
Web based Homework programs such as Sam Learning; GCSE pod, etc	An EEF-commissioned report analysed 300,000 students in 250 schools over 9 years. • 'Disadvantaged students' improved most - between a fifth and nearly half a GCSE grade better per subject with ten hours' usage (two set tasks per week). • All students who had spent ten hours or more using their SAM Learning account during Year 11 showed significant positive impact between a ninth and a third of a grade per subject. + 4 months progress, Use of computer and technology-assisted strategies to support learning	1, 2, 3, 4
Improving feedback in lessons	Teaching and Learning toolkit from EEF says +5 months for collaborative learning approaches and peer tutoring	1, 2, 3, 4

Curriculum and AFL focus of CPD	Multiple studies through the 'teaching' element of EEF	1, 2, 3, 4
CPD programmes - *National College of Teaching* - *NPQTLs*	Professional development section of 'teaching' from EEF research	1, 2, 3, 4
Teaching and Learning lead practitioner	To provide further instructional coaching of individual staff to aid their professional development	1, 2, 3, 4
Coaching programme	'Explicit teaching' approaches form 'teaching' section of EEF research. Coaching based on 'Rosenshine's principles of instruction'	1, 2, 3, 4
Gold group Y7	EEF research on 'Flexible grouping' of year 7 students. This based on individual needs and disbanded when the purpose is met	1 - 8

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

Budgeted cost: Approx £ *57000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
35 minute intervention sessions every evening after school	Focusing on Year 11 recovery; Support sustained over a longer period of time	1, 2, 3, 4
School led tutoring	Evidence suggests that tutoring in one-to-one and small-group formats can help to improve learning, with positive impacts of up to five and four months' learning, on average, respectively (Evidence for Learning, 2020a & 2020b). A recent meta-analysis of small-group tutoring showed substantial positive impacts of an Effect Size (ES) of 0.37 on learning outcomes (Nickow et al., 2020).	1, 2, 3, 4
Tuition Partners (Pearsons) engaged	Evidence suggests that tutoring in one-to-one and small-group formats can help to improve learning, with positive impacts of up to five and four months' learning, on average, respectively (Evidence for Learning, 2020a & 2020b). A recent meta-analysis of small-group tutoring showed substantial positive impacts of an Effect Size (ES) of 0.37 on learning outcomes (Nickow et al., 2020).	1, 2, 3, 4
Recruitment of two academic mentors	Strong published evidence points to effectiveness of tutoring. Progress is +5 months Research shows 6-12 week programme results in optimum impact	1, 2, 3, 4
Purchase revision guides for Ebacc subjects	"Students who can test themselves or try to retrieve material from their memory are going to learn that material better in the long run "Start by reading the text book then make flash cards of the critical concepts and test yourself. "A century of research has shown that repeated testing works." This is because the student is more engaged and it is harder for the mind to wander. (Dunlovsky, Kent State Uni) Resources provided as those who are pupil premium likely to not have them (Ambition Institute)	1, 2, 3, 4
Maths And English Mastery courses	+5 months progress. One of the 45 strategies that are effective and at low cost (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning). Learners work through each block of content in a series	1, 2, 3, 4, 8

	of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.	
Phonics training *Rapid reader* *Lexonic*	1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1, 2, 3, 4, 8
Two SENCos *Assistant Principal on NASENCo course* *CPD on SEND*	EEF: planning for pupils with SEND. Quality CPD and resources bought to provide this 20% of students are SEND and PPG	1, 2, 3, 4
TA deployment – targeted interventions (e,g lexonic; lego therapy etc) and classroom provision *Use of Integrated Support for interventions*	EEF research say that TA deployment can be effective is deployed appropriately to targeted interventions and supporting classroom provision 20% of students are SEND and PPG	1 - 7

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

Budgeted cost: Approx £ *264000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Progress Leaders for each Year group	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons	5, 6, 7
Pastoral coordinators	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons – these non-teachers to support quickly to reduce escalation	5, 6, 7
Reflection room coordinator	To prevent suspension and permanent exclusions; time for students to regulate their behaviour which more disadvantaged students need to do	5, 6, 7
Employ extra attendance officer	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons	5
The Hub	Internal data showing improved attendance and engagement, whilst fewer suspensions by hub students	5, 6 ,7
Wellspring	To provide a curriculum to students who find mainstream, education difficult after all other avenues exhausted	5, 6
Uniform Fund/Stationery Fund	The Children's Society research found that parents spend around £340 per year on school uniforms for each secondary school child. More than one in 10 parents fell into debt to pay for school uniforms.	7
Exam preparations	To help Year 11 students to emotionally prepare for exams (Ambition Institute research)	7
School counsellor	+ 4months progress. Targeting the social and emotional learning (SEL) of students improves their interaction with other and management of emotions	7
Behaviour Resilience Mentor	+ 4months progress. Targeting the social and emotional learning (SEL) of students improves their interaction with other and management of emotions	5, 6, 7

Careers advisor/careers programme	Gatsby benchmark 8 - Every pupil should have opportunities for guidance interviews with a careers adviser to reduce NEETs	1 - 7
Edulink App and platform	+ 3 months progress for parental engagement	1, 2, 3, 4
PSHE programme	PSHE lead to ensure the SEL curriculum is responsive to students' social and emotional needs and incorporates local data	7
Votes for schools	+ 4months progress. Targeting the social and emotional learning (SEL) of students improves their interaction with other and management of emotions	7
Rewards	To celebrate good progress in academics, behaviour and attendance	1-6

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 2021 to 2022 academic year.

Intended outcome	Impact updated September 2022
Achieve national average for progress 8 for all pupils amongst similar schools	(Success criteria: -0.45 NA for disadvantaged +0.13 NA for non-disadvantaged in 2019. *OMA to get above -0.45 for disadvantaged and gap is diminishing)* In 2022, NA for P8 for disadvantaged was -0.55 and for non +0.15 so a gap of -0.70 Provisional progress 8 for OMA in 2022 is -0.86. Similar schools data not released yet. LA P8 is -0.44. Gap between disadvantaged and non is provisionally -0.48 (-1.13 vs -0.48) so is narrower than the NA which is is -0.70
Achieve national average for attainment 8 for all pupils amongst similar schools	(Success criteria: 36.7 NA for disadvantaged 50.3 NA for non-disadvantaged in 2019. *OMA to get above 36.7 for disadvantaged and gap is diminishing)* In 2022, A8 NA was 37.5 for disadvantaged 52.6 for non-disadvantaged. This is a gap of 15.1 Provisional attainment 8 for OMA in 2022 is 39.6 with a gap of 11.6 between disadvantaged and non (33.0 vs 44.6). Similar schools data not released yet.
Achieve average English and maths 5+ scores for similar schools	(Success criteria: Success is to improve on these scores: NA is 65% and NA of disadvantaged is 45% (at 4+) NA is 43% and NA of disadvantaged is 25% and non-disadvantaged 50% (at 5+). *OMA to get above the NA for disadvantaged and gap is diminishing at 5+)* Basics 5+ is 28% (Dis 20% and non 34%). Basics is below NA but gap is narrower Similar schools data not released yet.
Improve to national average EBacc Entry for all pupils for similar schools	(Success is to improve on these scores: National entries in 2019 were disadvantaged 24.9% vs 44.5% non-disadvantaged. *OMA to get above the NA for disadvantaged and gap is diminishing by 2023)* (NA progress is 30% and NA of Ever 6 is 13% (at 4+)

	NA progress is 17% and NA of Ever 6 is 7% (at 5+).
	OMA to get above progress at NA for disadvantaged and gap is diminishing by 2023)
	Entry is 0.8% for 2022. In 2023 increases to 31%. In 2024, it is 34%. From 2023, the results can be compared to success criteria.
Improve attendance of disadvantaged students	(Success criteria: NA for disadvantaged in 2019 was 9.2% *Attendance of disadvantaged students to be consistently above 92%)*
	During the impact of Covid both measures have declined but stay in line with national figures. The gap between disadvantaged and non has narrowed but both are below average. (Dis 82.93% vs non-dis 89.89%; gap was 6.96%). The average attendance spot checks every two weeks from the 17th March to 21st July 2022 shows that OMA was 0.3% above the NA.
Improve suspension and permanent exclusion figures	(Success criteria: Using 2019 NA figures: *OMA to have lower than FTE 26.69%, FTE 1+ 10.79%, FTE 2+ 5.11%, Perm Ex 0.51%)*
	In 2022, suspension rate has reduced from 33.16 to 28.68. Number of students receiving a suspension reduced from 81 to 76 (in 2020-21 the academy was closed for months so the reduction is more evident than this).
	The FTE 1+ rate has reduced to 7.39%.
	Suspensions of disadvantaged students reduced by 5.6% points from 2020-21 to 2021-22.
	Permanent exclusion figures have decreased from 10 in 2018-19 to 6 in 2021-22.
Ensure disadvantaged students have access and priority of the school counsellor

The PSHE/SRE curriculum follows statutory guidance but in addition learning around the local challenges | (Success criteria: *The proportion of students seen by the counsellor is at least 57%. Audit of PSHE/SRE curriculum by OAT is fit for purpose and appropriate to the needs of the local area)*

In 2021-22, 2154 counselling sessions took place of which 61% were with disadvantaged students and 30% SEND students. The academy's Vice Principal has passed her DFE course to become a Senior Mental Health lead.

This has been seen a strength as confirmed from Ofsted July 2022 where it said 'Pupils' personal development is a priority for leaders. The 'learning for life' curriculum is carefully planned. |

Improve phonics scores and reading ages	(Success criteria: ***Targeted phonics programme and rapid reader with disadvantaged students being prioritised and standardised tests show progress)*** Lexonic: Y7 – the percentage of students on or above chronological reading ages went from 25% to 64%. 70% of the students on the programme were disadvantaged and made on average 2 years and 8 months progress Y8 – the percentage of students on or above chronological reading ages went from 37% to 60%. 34% of the students on the programme were disadvantaged and made on average 2 years and 7 months progress 100% of Y10 students improved to be on or above chronological age Rapid reader: All students on this programme have made progress and will continue to use this programme until the students have reached the maximum reading age. Once this is reached, they will transfer to Lexonic.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.13. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 33.0

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.

The Key stage 4 data, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

There is a gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils. The Progress 8 score of our non-disadvantaged pupils was -0.65 and the Attainment 8 score was 44.6. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Absence among disadvantaged pupils was 6.96% lower than non-disadvantaged students in 2021/22. Whilst this has reduced compared to previous years, we recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan, particularly of Year 11.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute therefore, over 60% of referrals to the school counsellor are from disadvantaged students. .

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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

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

Further information (optional)

The 'intended outcomes' section at the beginning of this document has been updated with the latest NA figures as a reference point for the success criteria.