

Pupil premium strategy statement

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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	741 (Oct 2023)
Proportion (%) of pupil premium eligible pupils	57%
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 (2023-24)	£346,208
Recovery premium funding allocation this academic year (2023-24)	£94,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£440,738

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	-0.45 NA for disadvantaged +0.13 NA for non-disadvantaged in 2019 (Gap -0.58). OMA to get above -0.45 for disadvantaged and gap is diminishing
Achieve national average for attainment 8 for all pupils amongst similar schools	36.7 NA for disadvantaged 50.3 NA for non-disadvantaged in 2019 (Gap 13.6) OMA to get above 36.7 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+ Gap 25.5) (The above is from 2019) OMA to get above the NA for disadvantaged and gap is diminishing at 5+

<p>Improve to national average EBacc Entry for all pupils for similar schools</p>	<p>Success is to improve on these scores: National entries in 2019 were disadvantaged 27.5% vs 44.5% non-disadvantaged (Gap 17%)</p> <p><i>OMA to get above the NA for disadvantaged and gap is diminishing by 2024</i></p> <p>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+).</p> <p><i>OMA to get above progress at NA for disadvantaged and gap is diminishing by 2024</i></p>
<p>Improve attendance of disadvantaged students</p>	<p>Absence rates for 2022-23 in secondary schools was 9.3%</p> <p>NA for disadvantaged in 2019 was 9.2%. NA for FSM in 2023 was 11.4% and non FSM 6.2% (Gap 5.2%)</p> <p><i>Attendance of disadvantaged students to be consistently above 92% and gap diminishing</i></p>
<p>Improve suspension and permanent exclusion figures</p>	<p>Using 2019 NA figures: <i>OMA to have lower than FTE 26.69%, FTE 1+ 10.79%, FTE 2+ 5.11%, Perm Ex 0.51%</i></p>
<p>Ensure disadvantaged students have access and priority of the school counsellor</p> <p>The PSHE/SRE curriculum follows statutory guidance but in addition learning around the local challenges</p>	<p><i>The proportion of students seen by the counsellor is at least 57%</i></p> <p><i>Audit of PSHE/SRE curriculum by OAT is fit for purpose and appropriate to the needs of the local area</i></p>
<p>Improve phonics scores and reading ages</p>	<p><i>Targeted phonics programme and rapid reader with disadvantaged students being prioritised and standardised tests show progress</i></p>

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 £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure extra staff are timetabled to Year 11 during Personal Tutor time to focus on interventions in English, Maths and Science</i>	Reducing class sizes appears to result in around three months additional progress (EEF)	1, 2, 3, 4
<i>Reading Aloud program</i>	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
<i>Web based Homework programs such as Sam Learning; GCSE pod, etc</i>	An EEF-commissioned report analysed 300,000 students in 250 schools over 9 years. <ul style="list-style-type: none"> '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
<i>Improving feedback in lessons</i>	Teaching and Learning toolkit from EEF says +5 months for collaborative learning approaches and peer tutoring	1, 2, 3, 4

<i>Curriculum and AFL focus of CPD</i>	Multiple studies through the 'teaching' element of EEF	1, 2, 3, 4
<i>CPD programmes</i> - <i>National College of Teaching</i> - <i>NPQTLs</i>	Professional development section of 'teaching' from EEF research	1, 2, 3, 4
<i>Teaching and Learning lead practitioner and other coaches</i>	To provide further instructional coaching of individual staff to aid their professional development	1, 2, 3, 4
<i>Coaching programme</i>	'Explicit teaching' approaches form 'teaching' section of EEF research. Coaching based on 'Rosenshine's principles of instruction' Steplab used as the platform for coaching.	1, 2, 3, 4
<i>Gold group Y7</i>	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 £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>35 minute intervention sessions every evening after school</i>	Focusing on Year 11 recovery; Support sustained over a longer period of time	1, 2, 3, 4
<i>School led tutoring</i>	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
<i>Tuition Partners (Pearsons) engaged</i>	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
<i>Purchase revision guides for Ebacc subjects</i>	<p>"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. (Dunlosky, Kent State Uni)</p> <p>Resources provided as those who are pupil premium likely to not have them (Ambition Institute)</p>	1, 2, 3, 4
<i>Maths And English Mastery courses</i>	+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 of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.	1, 2, 3, 4, 8
<i>Phonics training Rapid reader</i>	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

<i>Bedrock</i>		
<i>Two SENCOs Assistant Principal on NASENCo course CPD on SEND</i>	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
<i>TA deployment – targeted interventions (e.g. Rapid reader; Bedrock; lego therapy etc) and classroom provision Use of Integrated Support for interventions</i>	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 £ 312,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of Progress Leaders for each Year group</i>	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons	5, 6, 7
<i>Pastoral coordinators/ Pastoral assistants</i>	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons – these non-teachers to support quickly to reduce escalation and prevent removal from lessons	5, 6, 7
<i>Teachers to become Behaviour Champions</i>	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons – these non-teachers to support quickly to reduce escalation and prevent removal from lessons	5, 6, 7
<i>Reflection room coordinator (s)</i>	To prevent suspension and permanent exclusions; time for students to regulate their behaviour which more disadvantaged students need to do	5, 6, 7
<i>Employ extra attendance officer</i>	Disproportionate numbers of disadvantaged students missing lessons due to attendance/mental health reasons	5
<i>The Hub</i>	Internal data showing improved attendance and engagement, whilst fewer suspensions by hub students. Prevents permanent exclusions	5, 6, 7
<i>Wellspring</i>	To provide a curriculum to students who find mainstream, education difficult after all other avenues exhausted	5, 6
<i>Uniform Fund/Stationery Fund</i>	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
<i>Exam preparations</i>	To help Year 11 students to emotionally prepare for exams (Ambition Institute research)	7
<i>School counsellor</i>	+ 4months progress. Targeting the social and emotional learning (SEL) of	7

	students improves their interaction with other and management of emotions	
<i>Careers advisor/careers programme</i>	Gatsby benchmark 8 - Every pupil should have opportunities for guidance interviews with a careers adviser to reduce NEETs	1 - 7
<i>Edulink App and platform</i>	+ 3 months progress for parental engagement	1, 2, 3, 4
<i>PSHE programme</i>	PSHE lead to ensure the SEL curriculum is responsive to students' social and emotional needs and incorporates local data	7
<i>Rewards</i>	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	<p>(Success criteria: -0.45 NA for disadvantaged +0.13 NA for non-disadvantaged in 2019 (Gap -0.58). OMA to get above -0.45 for disadvantaged and gap is diminishing)</p> <p>In 2022, NA for P8 for disadvantaged was -0.55 and for non +0.15 so a gap of -0.70 (awaiting 2023 release)</p> <p>Provisional progress 8 for OMA in 2023 is -0.88. Similar schools data not released yet. LA P8 is -0.48.</p> <p>Gap between disadvantaged and non is provisionally -0.82 (-1.36 vs -0.54)</p>
Achieve national average for attainment 8 for all pupils amongst similar schools	<p>(Success criteria: 36.7 NA for disadvantaged 50.3 NA for non-disadvantaged in 2019 (Gap 13.6). OMA to get above 36.7 for disadvantaged and gap is diminishing)</p> <p>In 2022, A8 NA was 37.5 for disadvantaged 52.6 for non-disadvantaged. This is a gap of 15.1 (awaiting 2023 release)</p> <p>Provisional attainment 8 for OMA in 2023 is 36.1 with a gap of 11.7 between disadvantaged and non (29.6 vs 41.3).</p> <p>Similar schools data not released yet. LA A8 40.0</p>
Achieve average English and maths 5+ scores for similar schools	<p>(Success criteria: 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+)</p> <p>Basics 5+ is provisionally 24% (Dis 16.2% and non 31.1%). Basics is below NA but gap is narrower at 14.9%</p> <p>Similar schools data not released yet. LA is 31%</p>
Improve to national average EBacc Entry for all pupils for similar schools	<p>(Success criteria: National entries in 2019 were disadvantaged 27.5% vs 44.5% non-disadvantaged (Gap 17%))</p> <p>(NA progress is 30% and NA of Ever 6 is 13% (at 4+)</p> <p>NA progress is 17% and NA of Ever 6 is 7% (at 5+).</p> <p>OMA to get above progress at NA for disadvantaged and gap is diminishing by 2024</p>

	<p>Entry is 0.8% for 2022. In 2023 it increased to 32%. (24.3% of disadvantaged students entered for Ebacc vs 37.8% non -disadvantaged) Gap is 13.5% which is narrower than NA</p>
Improve attendance of disadvantaged students	<p>(Success criteria: Absence rates for 2022-23 in secondary schools was 9.3%. NA for disadvantaged in 2019 was 9.2%. NA for FSM in 2023 was 11.4% and non FSM 6.2% (Gap 5.2%). Attendance of disadvantaged students to be consistently above 92% and gap diminishing)</p> <p>Attendance is 2022-23 was 85.53% (not including Y11 in the final half term). Disadvantaged was 81.62% and non-disadvantaged 89.88% (gap 8.26%)</p>
Improve suspension and permanent exclusion figures	<p>(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%)</p> <p>In 2023, suspension rate has reduced to 27.79 over the last three years.</p> <p>The FTE 1+ rate has reduced to 7.22%.</p> <p>Suspension rate of disadvantaged students for 2023 is 40.45%</p> <p>Permanent exclusion figures have decreased from 10 in 2018-19 to 8 in 2022-23. Rate is 1.26 (1.40 for disadvantaged)</p>
<p>Ensure disadvantaged students have access and priority of the school counsellor</p> <p>The PSHE/SRE curriculum follows statutory guidance but in addition learning around the local challenges</p>	<p>(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)</p> <p>In 2021-22, 2154 counselling sessions took place of which 54% were with disadvantaged students and 27% SEND students. The academy's previous Vice Principal has passed her DFE course to become a Senior Mental Health lead.</p> <p>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.</p>
Improve phonics scores and reading ages	<p>(Success criteria: Targeted phonics programme and rapid reader with disadvantaged students being prioritised and standardised tests show progress)</p> <p>Rapid reader:</p>

	<p>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 Bedrock. Y7 cohort made an improvement of 13 months whilst on the programme and Y8 made progress of 11 months.</p> <p>Lexonic has been changed to Bedrock within the academic year so results will be shared in 2024.</p>
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We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data.

For 2023, 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 -1.36. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 29.6

DfE has strongly discouraged comparison of a school's 2023 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. For the 2023 examinations, they fall more in line with the gradings in 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 all pupils in 2022/23 was 46.2 and for non-disadvantaged pupils it was 50.2 (disadvantaged A8 not available). For Progress 8, the national average score for pupils was -0.00 and for non-disadvantaged pupils it was 0.17 (disadvantaged P8 not available).

The Key stage 4 data, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 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 -1.36 and the Attainment 8 score was 29.6. 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. Once data is available from similar schools this will be used to compare.

It is worth noting that FFT use CVA as a measure. When context of the school's location and cohort are taken into account, the progress 8 for all students changes to -0.20 and P8 of disadvantaged increases to -0.34 in 2023.

Absence among disadvantaged pupils was 8.26% lower than non-disadvantaged students in 2022/23. 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 50% 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 2023/24, 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. Early indications of the 2023-24 cohort look far more promising.

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 in October 2023 with the latest NA figures as a reference point for the success criteria. This will be further updated in January 2024 when the finalised data is released.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils. This part of the academy CPD programme.
- ensuring pupils have the opportunity to take part in small group tuition.
- ensuring Year 11 pupils take part in an extra lesson per day called Period 6. This is an intervention session on examination technique.
- Increasing the school counsellor to full time to provide further support for those pupils with mental health issues.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, CCF, peripatetic lessons), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We use the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils. This is supported by external challenge from the link Governor.