

## Ormiston Meadows Academy Pupil Premium Strategy Statement 2019 -20



1. Summary information			
School	Ormiston Meadows Academy		
Academic Year	2019 - 20	Total PP budget	£97,680.00
Total number of pupils	187	Number of pupils eligible for PP	74 (39%)

Progress 2019		Attainment 2019		
			OMA	National
% achieving expectations in reading, writing and maths		% achieving expectations in reading, writing and maths	50%	71%
% making expected progress in reading	-1.65	% achieving expectations in reading	56%	78%
% making expected progress in writing	+1.06	% achieving expectations in writing	81%	83%
% making expected progress in maths	-0.91	% achieving expectations in maths	69%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Pupils being 'ready to learn' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).
B.	Limited speech and language skills which impacts on learning.
C.	Poor learning skills. E.g. innovation and resilience / grit.
D.	Gaps in prior learning.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Consistent attendance and punctuality.
F.	Access to resources, such as books, libraries, life experiences (especially cultural).
G.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
H.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit).
I.	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Disadvantaged pupils' attendance to improve to above national.			Disadvantaged pupils' attendance (currently 96.3%) to better attendance % for national non-disadvantaged (94.1%). PA (currently 7.7% against national 17.6%).	
B.	Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.			Parents to be more actively involved in the learning process and raise progress of pupils in a target year beyond that of their peers.	
C.	Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions.			Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.	
D.	Pupils read regularly and have access to high quality texts within guided reading and English lessons and opportunities to be involved in speaking and listening.			Pupils achieve (or exceed) expected levels in reading and writing and make (or exceed) expected progress.	
E.	Pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations.			Pupils to have a broader experience with extended school opportunities linked to personal aspirations.	
F.	Pupils are exposed to a wide range of social/cultural and sporting experiences.			Pupils attend events/visit places they would not usually be exposed to.	
5. Planned expenditure (Planned Expenditure £42, 400)					
Academic year		April 2019-April 2020			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase the percentage of PP pupils achieving higher age related expectations and to make better than expected progress.	Teacher to pupil ratio to be increase in year 5 / Year 6). Higher focus on Potential GDS PP children (Y3 – 6)	Smaller class sizes mean disadvantaged pupils can access more of teachers' time through Quality First Teaching  Challenge and innovation will increase pupils self -motivation to reach higher standards.	The school monitoring cycle will continuously evaluate provision.	Principal	Half Termly Assessment points  Termly Review of impact in Principals report  Annual Review.
<b>Total budgeted cost</b>					<b>£42, 400</b>

ii. Targeted support (Planned Expenditure £44,480)					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Inclusion worker – School counselling and Nurture.	PP Vulnerable children requiring nurture are 65% PP vs 3% NPP To ensure pupils are ready to access learning. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services offering counselling services	Inclusion Lead will report on their actions each week to SLT / Teachers.  Progress of Vulnerable children supported by inclusion team.	Inclusion/ SENCo lead	Weekly
For identified gaps in learning to be Addressed.	Varied interventions ( <i>according to need</i> ) to be provided before ( <i>and sometimes during</i> ) school.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Offer parent / pupil interventions in key Year groups 1, 3, 5	Progress will be checked half-termly.	Subject Leaders  Principal	Half-Termly
For all PP pupils to have daily phonics/ reading to ensure no gap exists at Key Stage 1	Daily reading 10 minutes per day to close the gap on peers.	Research has shown through better reading an additional reading development of +4 months in a 12 month period.	Progress of pupils will be checked half-termly.	Principal	Half-Termly
For PP attendance to be above National average	Attendance action plan to close the gap	Attendance impacts on attainment. PP with high attendance make accelerated progress over low attendance. .	Weekly meetings between Attendance Officer and Principal to identify pupils with 'Red or Amber' attendance. Individual targeted plans including support for parents and collection from home where necessary	Attendance Officer Principal	Termly
<b>Total budgeted cost</b>					<b>£44,480</b>

<b>iii. Enrichment and experiences (Planned Expenditure £10, 800)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For pupils to access a range of social / cultural /sporting experiences, visits and activities.	Pupils to have aspiration led extended services to the aspirations of PP to allow children to transform social mobility and have path ways.	Pupils benefit from working with others and being introduced to a variety of experiences	Attendance figures will be in line with non PP pupils. Impact of wellbeing as reported by club leaders and class teachers.	iWill Lead Assistant Principal	Termly
	Pupils will partake in cultural visits. Eg: Young Voices, Brilliant Club, Visits linked Cornerstones Curriculum, local museums, zoos, places of worship etc museums, zoos, places of worship etc with contributions of 50% paid for pupil premium	Pupils' horizons will be broadened and they will learn more about culture, history and geography.	Reviewing programme of trips and attendance.	Assistant Principal	Yearly
<b>Total budgeted cost</b>					<b>£10, 800</b>
<b>TOTAL EXPENDITURE</b>					<b>£101,940</b>

## Appendix 1 – 2019-20 Targets

Pupil attainment for the end of EYFS			
Measure	Full Cohort	Disadvantaged Pupils	Other Pupils
GLD	77%	83%	80%

Phonic Screening Year 1			
Measure	Full cohort	Disadvantaged Pupils	Other Pupils
% Phonics pass	88%	60%	100%

Pupil attainment for the end of key stage 1			
Measure	Full Cohort	Disadvantaged Pupils	Other Pupils
% expected standard in Reading	78%	100%	91%
% expected standard in Writing	78%	100%	91%
% expected standard in mathematics	78%	100%	91%

Pupil attainment for the end of key stage 2			
Measure	Full Cohort	Disadvantaged Pupils	Other Pupils
% expected standard in reading, writing and mathematics	77%	55%	92%
Reading expected standard	77%	55%	92%
Writing expected standard	77%	55%	92%
Maths expected standard	77%	55%	92%