

Ormiston Meadows Academy 3 Year Pupil Premium Strategy



Summary information			
School	Ormiston Meadows Academy		
Academic Years	2020-23	Total PP budget	£86,080 (2020-2021)
Total number of pupils	183 (Reception – Year 6)	Number of pupils eligible for PP	64 (35%)
Date of most recent review	September 2020	Date of next internal review of strategy	End of Summer Term 2021

2019/20 attainment (Teacher assessment data)				
	Whole Cohort %		Disadvantaged pupils %	
GLD (2019)	79%		50%	
Phonics (2019)	93%		100%	
	End of KS1 %		End of KS2 %	
	Whole cohort	Disadvantaged pupils	Whole cohort	Disadvantaged pupils
% expected standard in reading, writing and maths	61%	71%	73%	50%
% achieving expected standard in reading	64%	71%	82%	62%
% achieving expected standard writing	64%	71%	73%	50%
% achieving expected standard in maths	61%	71%	82%	62%
% achieving higher standard in reading, writing and maths	18%	0%	27%	25%
% achieving higher standard in standard in reading	29%	29%	45%	50%
% achieving higher standard in standard in writing	18%	14%	27%	25%
% achieving higher standard in standard in maths	29%	29%	27%	25%

Attendance	
Whole	PA
96%	9.6%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Close the gap in prior learning and attainment.
B.	Pupils being 'ready to learn' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).
C.	Limited speech and language skills which impacts on learning (vocabulary/reading).
D.	Poor learning skills. E.g. innovation and resilience / grit.
External barriers (<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.

Desired outcomes					
	Desired outcomes	Success criteria			
A.	Gap between DP and NDP pupils will continue to decrease across core subjects and DP will make progress that is more rapid than their peers as a results of QFT and targeted interventions. There will be an increased focus on English (phonics, reading & writing) and the higher standard across both key stages.		Measure	2020-21 Target	
				Whole %	DP %
		EYFS	GLD	68%	50%
		Key Stage 1	Phonics	79%	67%
			% EXS reading	83%	67%
			% EXS writing	83%	67%
			% EXS mathematics	87%	78%
			% HS reading	26%	11%
			% HS writing	22%	11%
			% HS mathematics	30%	11%
	Key Stage 2	% EXS combined	67%	61%	
		% EXS reading	83%	78%	

			% EXS writing	73%	72%
			% EXS mathematics	77%	67%
			% HS combined	20%	17%
			% HS reading	37%	22%
			% HS writing	20%	17%
			% HS mathematics	30%	28%
B.	DP and their families will receive the support and guidance from school Family Liaison Officer and external agencies to ensure additional needs are not a barrier to them learning and reaching their full potential	<ul style="list-style-type: none"> • Targets above are met • All pupils make at least expected progress through QFT and targeted interventions • Families will feel supported • There will be clear support and communication between home and school. 			
C.	Pupils will be taught with and use rich vocabulary and will experience a wide range of texts.	<ul style="list-style-type: none"> • Reading, writing and phonics targets are met. • All pupils will make at least expected progress in these areas. • Pupils engagement in reading at home and school will increase by 20%. • All pupils in Year 2-6 will have access to the Lexia online programme. 			
D.	Pupils will have a clear understanding of the school core values and will be recognised for them in their learning.	<ul style="list-style-type: none"> • Targets above are met 			
E.	Whole school attendance and PA will be at least in line with national. There will be no gap in attendance between DP and NDP.		2020-21 Target		
			Whole	DP	
		Attendance %	96%	96%	
		PA %	8%	9%	
F.	Pupils will have access to all resources needed, including trips and experiences.	<ul style="list-style-type: none"> • Planned experience in and out of school are part of every curriculum topic. • Subject leads map out clear enrichment experiences such as visits/visitors as part of their subject leader role. 			
G.	All parents/pupils have high aspirations for their children/themselves and understand how their learning supports these.	<ul style="list-style-type: none"> • Clear plan for careers development 			
H.	A high proportion of the children in school regularly complete homework and home reading and have all the appropriate equipment in school.	<ul style="list-style-type: none"> • Various platforms are used to deliver homework such as online portals (Google classroom). • 'Spare' equipment is available in school such as PE kit. 			
I.	Regular parent communication given along with celebrations in the local community.	<ul style="list-style-type: none"> • Attendance at parent consultations and workshops will increase. • More parental events will take place. 			

- Pupils will have trips and experiences heavily subsidised to ensure no child misses out due to financial restraints

Long-term plan (3 year strategy):

1. Continue to increase attainment of pupils and close the gap between disadvantaged and non-disadvantaged pupils (2020-21 focus Reading, writing and higher standard across all stages)
2. Develop our enrichment offer so that pupils are equipped with the knowledge and cultural capital that they need to succeed.
3. To further develop the non-core curriculum.
4. Improve attendance for all groups of pupils
5. Increase community and family engagement.


Planned expenditure (Planned Expenditure £)

Academic year 2020-21



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.	<ul style="list-style-type: none"> • SLT and MLT will closely monitor progress and attainment of DP through weekly team meetings and half-termly PPM's. • Ongoing CPD – all staff • Thorough data analysis and focus areas/pupils identified • Additional members of staff • Interventions will be delivered for children to make accelerated progress • Plan, manage, monitor and evaluate intervention for DP – new RSL role added to leadership team. 	<p>High proportion of DP in school – 35%</p> <p>NDP outperforming DP.</p> <p>Additional members of staff mean disadvantaged pupils can access more of teachers' time through Quality First Teaching</p> <p>Challenge and innovation will increase pupil's self-motivation to reach higher standards.</p>	<p>The school monitoring cycle will continuously evaluate provision.</p> <ul style="list-style-type: none"> • PPM's • PiXL data drops • RSL reports. 	Principal	<p>Half Termly Assessment points</p> <p>Termly Review of impact in Principals report</p> <p>Annual Review.</p>

		Close tracking will ensure gaps are noticed and closed quicker.			
The number of DP achieving the higher standard will increase	<ul style="list-style-type: none"> Provision for the more able identified as an area for development (Ofsted 2018) and ADP priority. CPD on mastery approaches Resources to support teaching and learning 	<ul style="list-style-type: none"> Gap identified between the % of DP and NDP pupils achieving the greater depth standard  <p>Mastery learning + 5 months</p>	<ul style="list-style-type: none"> Termly data Learning walks 	Principal	<p>Half Termly Assessment points</p> <p>Termly Review of impact in Principal's report</p> <p>Annual Review.</p>
Further development of the teaching of the non-core curriculum	<ul style="list-style-type: none"> Develop staff subject knowledge through CPD Subject leaders overseen by Curriculum Manager (new associate SLT position to be created) Formulate progression sequence overviews with clear knowledge, skills and vocabulary Develop assessment systems for the non-core subjects Events and community involvement throughout the year 	<ul style="list-style-type: none"> Increased national focus on non-core curriculum Area identified on ADP and by staff as needing further development Subject leaders identified the need for increased focus Increased focus on knowing and remembering more 	<ul style="list-style-type: none"> Learning walks Book scrutinies Subject leader action plans Data from half termly/termly and feedback from pupils 	Principal	<p>Half Termly Assessment points and pupil progress meetings.</p> <p>Termly Review of impact in Principals report</p> <p>Annual Review.</p>
To improve teaching of Reading and writing across the academy with a focus on vocabulary development.	<ul style="list-style-type: none"> Targeted CPD for staff. New reading programme (Lexia) providing targeted teaching interventions for all pupils. Introduction of PM Benchmarking kit to assess pupils reading levels. Further embed whole class reading books. Each Year group to have timetabled library visits. 	<ul style="list-style-type: none"> NDP outperforming DP in reading and writing  <p>Reading comprehension skills +6months</p> <ul style="list-style-type: none"> Ongoing issue with Reading, spelling and writing skills – area identified on ADP as a whole school priority. 	<ul style="list-style-type: none"> Learning walks Book checks Regular CPD English action plan Regular impact reports Reviews in PPMs Reviews of Lexia. 	Assistant Principal	<p>Weekly subject lead reviews with Principal.</p> <p>Half Termly Assessment points and pupil progress meetings.</p> <p>Termly Review of impact in Principals report</p> <p>Annual Review.</p>

Improvement in the teaching and learning of phonics in KS2	<ul style="list-style-type: none"> • Read, Write Inc training for all KS2 staff • Support for NQT in KS2 • Phonics lead and Year 1 teacher to model lessons 	<ul style="list-style-type: none"> • Track re-sit pupils and pupils who didn't pass each year to ensure they pass  Phonics + 4 months <ul style="list-style-type: none"> • Pupils who didn't meet standard not meeting standard in reading & writing in KS2. 	<ul style="list-style-type: none"> • Learning walks • Assessment data • Feedback from staff 	Assistant Principal	<p>Half Termly Assessment points and pupil progress meetings.</p> <p>Termly Review of impact in Principals report Annual Review.</p>
Total budgeted cost					£48,890

Targeted support (Planned Expenditure)					
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.	<ul style="list-style-type: none"> • Inclusion worker – School counselling and Nurture. 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • To provide/locate support. • To liaise with relevant services offering counselling services 	<ul style="list-style-type: none"> • Inclusion Lead will report on their actions each week to SLT / Teachers. • Progress of Vulnerable children supported by inclusion team. 	Inclusion/SENCo lead	Weekly

		<ul style="list-style-type: none"> Number of children with SEMH difficulties has increased  Social and emotional learning +4 months			
For identified gaps in learning to be Addressed.	<ul style="list-style-type: none"> Varied interventions (<i>according to need</i>) to be provided before (<i>and sometimes during</i>) school. 	<ul style="list-style-type: none"> Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Offer parent / pupil interventions in key Year groups 1, 3, 5 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Daily reading 10 minutes per day to close the gap on peers. 	 Phonics + 4 months <ul style="list-style-type: none"> Pupils who didn't meet Phonics standard not meeting standard in reading & writing in KS2. 	<ul style="list-style-type: none"> Progress of pupils will be checked half-termly. 	Principal	Half-Termly
Total budgeted cost					£23,883

Wider strategies (Planned Expenditure £)					
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?
Improved attendance and reduction in persistent absentees	<ul style="list-style-type: none"> • Thorough data analysis and focus areas identified • Renew the absence reporting and attendance monitoring procedures - Teaching Assistants to make calls home in the afternoons to encourage pupils back to school • Quiet space in school for pupils to return if not able to join the main classroom • Increased support and intervention from EWO • Designated member of SLT to oversee focus • Quick response to absence 	<ul style="list-style-type: none"> • Attendance data slightly below national average • Attendance for DP lower than NDP • Attendance identified as an area for ADP • More thorough analysis of data needed. 	<ul style="list-style-type: none"> • Attendance data • Feedback from parents 	Principal/ Attendance lead	Weekly monitoring meetings closely tracking data against national. Termly progress reviews Termly Governors reviews.
For pupils to access a range of social / cultural /sporting experiences, visits and activities.	<ul style="list-style-type: none"> • Pupils exposed to a wide variety of experiences to increase aspirations and increase social mobility • Pupils will partake in cultural visits. Eg: Young Voices, Brilliant Club, visits linked Cornerstones Curriculum, local museums, zoos, places of worship etc with contribution of 50% paid for by Pupil Premium 	<ul style="list-style-type: none"> • Pupils benefit from working with others and being introduced to a variety of experiences • Pupils' horizons will be broadened and they will learn more about culture, history and geography. 	<ul style="list-style-type: none"> • Attendance figures will be in line with NDP pupils. • Impact of wellbeing as reported by club leaders and class teachers. • Reviewing programme of trips and attendance. 	iWill Lead Assistant Principal	Termly
Total budgeted cost					£14,258
TOTAL EXPENDITURE					£87,031

