

Ormiston Maritime Academy - Pupil Premium Impact Report 2016-2017.

Staffing costs:

Staffing - £270754

Other - £150960

GCSE 2017 (2016 in brackets):

Progress 8

All – -0.85 (-0.95)

NPP – -0.63 (-0.55)

PP - -1.11 (-1.21)

Attainment 8

All – 32% (4) (36.3)

NPP – 36.3 (4) (41)

PP – 27.7 (4) (31)

Basics

All – 32% (4) 13% (5) (40%)

NPP – 42% (4) 15% (5) (53%)

PP – 21% (4) 11% (5) (31%)

Other measures:

Over a period the majority of measures for disadvantaged students have been improving at a faster rate than nationals but are not at national levels.

5 A*-C E & M 2016 – 24% 2015 – 18%

Basics 2016 – 32% 2015 – 22% 2016 – 21%

This suggests:

The impact of the Intervention in English & Maths was variable.

Where intervention was consistently applied, as in Maths, there was more of an impact.

- The gap between Pupil Premium and non-Pupil Premium students in Maths for those making expected progress has narrowed. Successful strategies carried out in Maths, such as intervention led by the a teacher in Maths (Breakfast Club), a HLTA and ex-Deputy Head led to positive outcomes in Maths with Pupil Premium HATs doing better than NPP HATs . Maths also introduced a programme of rigorous and regular formal testing. Mock exams were moderated externally. Both Maths and English took part in the PIXL Curve.
- The gap between Pupil Premium and non-Pupil Premium students in English for those making expected progress has widened this year. This is because of the problems in staffing and consequently the standard of teaching and intervention.

Last year the progress measures changed and take into account eight subjects – Attainment 8. Ensuring a broad and balanced curriculum will be very important. Progress 8 is based on students' **progress** measured across eight subjects: English; Mathematics; three other English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history and languages) and three further subjects, which can be from the range of EBacc subjects, or can be any other GCSE or approved, high-value arts, academic, or vocational qualification

To ensure a broad and balanced curriculum for each student, we looked at Progress 8 in terms of the amount of subjects followed by each student, including PP students, and the progress made by each student in every subject. If a student was not fulfilling their potential in a subject they were withdrawn from that subject and given extra tuition in a English, Maths or another subject of need.

This was part-funded by Pupil Premium funding and two intervention staff were employed. An ex-Head of English and an ex-Deputy Head for Maths.

Other data.

Successful strategies included:

- **Gold Group** - £20,000 went towards staffing for intensive student support for 15 extremely vulnerable students. 90% of those students were Pupil Premium students. All students have been successfully reintegrated into mainstream classes this year. **Partly successful in terms of results – those students in Y11 did have a compliant curriculum though it was one that suited their needs.**
- **Reading** – continues to be an area of success for students and we have now introduced DEAR time each day and the Accelerated Reader Programme.
- **Fewer PP/Disadvantaged** students visited the Reflection/Consequences Room last year.
- **Fewer C3s** were given to PP/disadvantaged students last year.
- **Department bids for funding** – Successes in this included giving access to Art equipment to all Y11 students, Primary Pupil Premium visits to the Science Department, Y7 Humanities trip to the Leeds Royal Armouries and providing textiles and food for pupil premium students for those respective qualifications. This meant that pupil premium learners were disadvantaged from accessing any aspect of OMA life.
- **Literacy/Reading Programme** – Adult and Peer support programme and the delivery of an accelerated reading programme to improve literacy skills.
- **Part-funding of an Academy Counsellor** – pastoral support.
- **Part-funding of a Careers Advisor** – to provide impartial advice and to raise aspirations of all students. Pupil Premium students are tracked. The CA has developed strong relationships with some of the underachieving PP students.
- **Pupil Premium subsidies:** £5,000 was spent on subsidies for educational trip/University trips to raise aspirations, visits and uniform for Pupil Premium students.
- **Literacy/motivational workshops** – attended by all Y11 students – students reported more confidence about doing their exams after this.

Strategies with some success:

- **1:1 in Maths and English** - for half an hour a day – more successful in Maths than English.
- **Intervention Tutor Programme/After-school** – those students who attended regularly made progress.
- **Academic Mentors** – this depended on a mentor being in this role - some students reported this useful – and made progress after each mentoring session.
- **Intensive Maths/English Conferences (20 Y11s)** - some success – 60% of the students who attended made progress in Maths – less successful in English.
- **'Up for the Challenge' Y11 Hotel Conference** – Friday evening more successful than Saturday morning.

Less successful strategies:

- **Whole school attendance:** The gap between Pupil Premium students and other students remained static. We have ensured funding has been channelled into enhancing the Attendance team further.
- **Study Support/revision:** 60% of Pupil Premium students took part in the Directed Study Support Programme. Pupil Premium pupils who did take part in some Study Support made more progress than those who did not take part.

Additional resources

Pupil Premium funding was further used to purchase and employ a variety of additional resources aimed at engaging students in the learning. These resources included:

- Study guides in all subjects to support private study and independent learning in advance of examinations – little evidence of impact on progress – more personalised study guides, as used in some subjects, may have more of impact.

Other strategies:

A wide range of **teaching and learning programmes** were used to develop and enhance teacher skills and classroom practice. These included:

- An Improving Teaching Programme to ensure that all students receive learning from teachers who consistently deliver “Good” quality lessons.
- CPD on Marking and Feedback and Assessment.

Y7 Catch-up Funding

- Used to develop students' literacy skills through the provision of a range of personalised reading schemes delivered in small groups (maximum six students) including:- Catch-up Literacy- A programme which is delivered on a 1:1, or small groups, basis for our students whose reading age is below 11 years. These are highly structured programmes, such as a phonic based programme and another working on students' inference skills. These programmes are part of the intervention that generally sees reading ages progress from between 6 months and 4 years.
- Used for targeted intervention - identified students received an additional one hour per week small group numeracy support and intervention- students were grouped to meet individual needs. Programmes included: Passport maths and Mathletics. Support staff also delivered Emotional Literacy Programmes.

Objectives for 2017-18

- To continue to focus on improving student attainment (measured on KS4 qualification outcomes).
- To further refine the feedback offered to students to ensure that it is constructive and relevant to further student learning and progress.
- To monitor and moderate assessment in both KS3 and KS4.
- To continue to improve parental links therefore enhancing parental understanding of the curriculum and interventions offered at OMA.
- To maintain a structured approach to interventions in both KS3 and KS4.
- To continue to support students' wider development across the academy. The aim being to ensure that all individual support given is effective and allows students to access learning.
- To continue to improve links with other schools, both primary and secondary, as a way of sharing good practice and ensuring a better understanding of the KS2 curriculum.
- To continue to promote the use of student friendly resources to ensure that all disadvantaged students can continue to access a relevant and challenging curriculum.
- To further enhance the role of the teaching assistants across the academy to ensure best practice is maintained across classes.
- To continue to track the attendance of disadvantaged students and take action when necessary.