

Pupil Premium Action Plan 2017-2018

Rationale for spending strategy:

Barrier: Students enter the Academy with depressed levels of literacy and numeracy.

As a result, the Academy has decided to focus a large percentage of the funding on English and Maths. Additional resources purchased include Accelerated Reader which is used as a literacy boost in an English lesson. It is used to ensure that those with reading ages below their chronological age are given the opportunity to make rapid progress. This is in conjunction with 1:1 sessions in Integrated Support and during tutor time and Drop Everything and Read (DEAR time) at the end of each day.

We also provide additional study time for both KS3 and KS4 PP students who need extra intervention to access all subjects and enable gaps to be closed more rapidly. This has been facilitated by the addition of KS3 and KS4 leads in English, Maths and Science which is part-funded by pupil premium. Innovation funding (bidding fund for departments for resources to raise the attainment of PP/disadvantaged students) enables all departments to access extra funding for PP students. This fund is used in a variety of ways: purchase of revision guides, staff CPD enhance Quality First Teaching, providing materials for practical subjects and enrichment activities. Our aspirations are not just for expected progress; and extend to children in receipt of the Premium who are more able achieving to their potential.

Barrier: The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.

A dedicated attendance team, part funded by pupil premium, focus on first day absence phone calls and visits for PP students. A breakfast club ensures PP students have access to a meal at the start of the day to help them focus and concentrate on learning.

Barrier: Many of our PP students have not had anyone attend university so do not have the same level of knowledge at home to draw on when considering future options.

We ensure that PP students have 1:1 careers advice, part funded by pupil premium. By Y11 all students will have been on a university trip and attended talks about apprenticeships and other pathways. Work Experience and Employability Fortnight is personalised for each student.

Barrier: Our PP students may not have had the same access to a wide range of enrichment activities as our non-PP students. We believe that access to these activities is vital for the well-being, social, moral and cultural development.

Activities are either part funded or paid for entirely by pupil premium for our PP students. We do not want any student to be at a disadvantage due to the cost of a trip.

How will we measure the impact?

- GCSE results 2018
- Attendance figures for PP students compared to non-PP students
- Data analysis each term, including reading ages.
- Weekly RAP meetings
- Students surveys/interviews (Longitudinal Study)

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Objectives:

1. To close the gap in attainment between pupils eligible for PPG and their peers
2. To improve the attendance rate of pupils eligible for PPG
3. To raise the attainment of our potentially more able pupils eligible for PPG
4. To improve the impact on learning and well-being of pupils eligible for PPG

Achievement of Pupils

- To close / narrow the gap between Pupil Premium (PP) and non-PP children and disadvantaged children and non-disadvantaged children in school and with their peers nationally.
- To continue to provide early targeted intervention for underperforming groups as identified through the school's data – including those in receipt of PP – including new / additional support.
- To enable PP children to access a wide range of curriculum opportunities and resources.

Quality of Teaching

- To ensure teaching is at least consistently good throughout the school including for those children in receipt of PP.
- Teaching Assistants are highly trained and are part of the Intervention process.

Behaviour and Safety

- Attendance / punctuality of children in receipt of PP is monitored and is in-line with other children in school and nationally.

Leadership and Management

- Ensure high quality early intervention from experienced teaching staff.
- Analyse progress of children in receipt of PP to determine and identify strategies / interventions to address any issues in performance.
- Identify children in receipt of FSM / PP to all staff and track their progress and provision.
- Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions.

Success Criteria:

Achievement of Pupils

- Pupils make at least expected year on year progress and meet / exceed national year group expectations in all areas.
- Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated.
- Analysis of this cohort using academy data demonstrates a closing / narrowing of the gap with peers in school and nationally.

Quality of Teaching

- Teaching to be at least good - using lesson observations (linked to the Performance Management process) to evaluate impact.
- Targeted intervention for underperforming groups impacting on quality of teaching and thus progress of children.

Behaviour and Safety

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- If attendance / punctuality of children in receipt of PP is not in-line with other children in school and nationally then provide school based interventions such as parenting support/ inform parents through letters or meetings, celebrate good attendance throughout school.
- Pupil Premium Leader (AP) to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance.
- Pupil Premium Leader (AP) to track additional information and direct resources appropriately based on outcomes using EVA. Areas: attendance, achievement, pastoral support, progress etc.

Leadership and Management

- Action plan identifies provision and expected impact.
- Pupil Premium Leader (AP) acts as advocate and is able to carefully track progress and impact of intervention strategies.
- Governing body has a detailed knowledge of actions / their rationale / cost and impact
- Pupil Premium Leader (AP) to collate information regarding progress and impact across range of interventions and activities offered to this cohort.

Action Plan 2017-18

At Ormiston Maritime Academy we currently have 422 Disadvantaged Pupil Premium students on roll (in years 7-11) which is 58% of the cohort. This figure is significantly above the national average and as a result presents the school with a number of bespoke challenges. With a range between 60 and 105 pupils within each year group, we are able to consider each of these students on an individual basis in order to most effectively personalise our provision to their needs.

The breakdown is as shown in the table below: 422 students funded (58%) - £395,037.

Disadvantaged Pupil Premium Number Breakdown – 2017-18				
Year 7	Year 8	Year 9	Year 10	Year 11

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76	93	105	68	62
55%	59%	60%	52%	53%

Disadvantaged Pupil Premium Strategy	Expenditure Amount (£)	Description	Success Criteria
TLR Responsibilities within English/Maths /Science faculty areas (30% of staffing costs)	5,000	Six teachers with specific responsibilities to prioritise raising standards across a key stage. A key focus is to ensure that numeracy and literacy is embedded into the teaching of all curriculum areas and delivered consistently and that progress is accelerated.	Schemes of Learning audits show delivery opportunities identified. Learning walks to demonstrate good literacy and Numeracy practice is evident. There is evidence of accelerated progress in the core subjects.
Progress tracking Transition testing		Specific tracking of Pupil Premium students during their transition from primary to secondary school to ensure that they do not fall behind during this crucial period. This is done in tandem with the AP and T&L leads through targeted learning walks. The academy has invested in GL Assessment package to track the progress of students across the key stages, identify where learning gaps exist and to inform intervention. This will include, but not necessarily be exclusive to, Pupil Premium students.	Outcome data with clear analysis that leads to effective, high impact intervention.
Targeted Intervention (Core subjects) – English and Maths HLTAs (75% of staffing costs)	36,000	Students in English/Maths/Science who are not making expected progress receive additional support within the faculty through qualified	Closure of in department gap by more than 5%.

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		staff. These programmes of intervention are six weeks in duration and individual progress is evaluated at the end of the period. Students are then either provided with further support if necessary, or monitored to ensure that progress continues. This will include, but not necessarily be exclusive to, Pupil Premium students.	
Reduced Class sizes in E/M/S	25,000	Significantly smaller class sizes to enable additional teacher-student contact to ensure students are able to improve rates of progress	Class sizes below 22 as an average <ul style="list-style-type: none"> • 4.5/100 disadvantaged learners in class sizes of less than 18 • 10% reduction in gap from start of academic year.
Alternative Curriculum Provision	50,000	Additional provision (BAC) for students in KS3&4 for students who are at risk of becoming NEET (not in education, employment or training) at age 16, or at risk of permanent exclusion.	10% reduction in disadvantaged NEETS <ul style="list-style-type: none"> • 100% reduction in disadvantaged learner perm exclusion • 5% reduction in disadvantaged learner fixed term exclusions
Achievement Centre – KS3 (y7 & Y8) Homework Club – Franklin students. Y9 intervention – (OMA staffing)	6,000	Funding the provision of a club on Tuesday and Thursday night for KS3 staffed by paid sixth form students. Targeting students that would most benefit from the support and using a variety of resources to encourage independent study skills. Sixth form students to be trained. Y9 intervention for targeted students – OMA staffing.	10% increase progress in core subjects for identified disadvantaged learners
Head of Year (20% of staff costs and resources)	31,000	5 HOY to ensure outstanding pastoral and academic support is	<ul style="list-style-type: none"> • 5% reduction in disadvantaged attendance gap. • 50% reduction in C3 for disad. learners

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		provided for students in order that they all achieve success.	<ul style="list-style-type: none"> • Successful referrals to external agencies
Identification of need and allocation of additional support	8,000	Where students' families are in financial difficulty , are Looked After Children or students with safeguarding needs the Academy supports half the cost of extra-curricular activities where these are clearly advantageous to the curriculum or the student's social needs. Provision of transport to support the attendance of disadvantaged students can also be put in place. Finally, additional costs from the disadvantaged are contributions towards the cost of enrichment	No learner to be disadvantaged from accessing any aspect of OMA life through financial disadvantage
Saturday Academy & Holiday Revision Sessions (50% of staffing + resources)	10,000	Revision sessions and catch up take place in school holidays to ensure that all pupils have every opportunity to succeed.	10% reduction in gap across all subject areas for disadvantaged learners
Guidance and small group intervention (Y11)	2,000	Personalised support, including 1-2-1 mentoring from the Leadership Team to develop both the resilience and aspiration of disadvantaged students to maximise their chances of success (All staff + SLT)	All of 'highest' underperforming disadvantaged learners to have accessed a mentor 10% gap reduction.
Raising the Profile of Pupil Premium Students (50% of staffing - AP)	30,000	AP to oversee the disadvantaged provision and to ensure outcomes for these pupils are maximised	Audit that outlines provision in line with this analysis document.
Future Focus (33% of overall cost – Careers)	5,000	Disadvantaged learners have full access to careers advice and guidance through regular meetings with independent advisor.	15% reduction in disadvantaged NEETS

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		Additionally, access to various careers events and support in writing CV's/college applications	
TA Staffing (English, Maths and Science)	23,964	3 staff who work with a dual remit of SEND and disadvantaged (60/40). Where data has highlighted disadvantaged underperformance, TAs are directed to support class teacher.	<ul style="list-style-type: none"> Reduction in C2/C3 (success criteria linked to each group) 10% increase in identified student data
Breakfast Club	1,000		20% increase in disadvantaged learners attending morning
Reflections/Consequences Room staffing (50% staffing costs)	47,000	Inclusion room for students who alternatively would have been fixed term excluded. This facility offers both curriculum delivery and pastoral reintegration strategies.	<ul style="list-style-type: none"> Fixed term exclusion for disadvantaged learners below national average 50% reduction in disadvantaged learners accessing the inclusion room more than 3 times in an academic year
AP (50% staffing costs) Educational Welfare Officer/Attendance Officer (25% staffing costs)	30,000 10,000	AP/EWO service to support in house attendance services to reduce the disadvantaged PA figures and increase attendance figures	<ul style="list-style-type: none"> 5% reduction in disadvantaged PA learners 5% increase in disadvantaged learner attendance All students in decline to be open to legal systems
Rewards (39% of reward budget)	5,000	Increased reward budget to raise the enthusiasm for learning of disadvantaged students.	100% of disadvantaged learners achieving above -----1s etc.
AP Raising Aspirations (10% staffing costs)	7,000	To raise attainment or broaden horizons of our PP/disadvantaged students e.g. University visits	No learner to be disadvantaged from accessing any aspect of OMA life.

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Innovation funding (bidding fund for departments for resources to raise the attainment of PP/disadvantaged students).	9,000	To raise attainment of our PP/disadvantaged students in departments	Ensure PP students are not disadvantaged and attainment raised in each department.
Increased curriculum offer – vocational subjects	25,000	Students are offered the most appropriate curriculum to meet their needs.	Results rise for PP/disadvantaged students.
Free or subsidised uniform/curriculum equipment	6,000	Where students' families are in financial difficulty, are Looked After Children or students with safeguarding needs the Academy supports some or all of the cost.	No learner to be disadvantaged from accessing any aspect of OMA life through financial disadvantage
CP Co-ordinator (50% staffing costs)	13,000	All students have support when necessary.	No learner to be disadvantaged from accessing any aspect of OMA life.
Counselling (33%)	5460	Ensure vulnerable students are identified & offered support from counsellor with exam nerves/emotional issues/bereavement so that they are able to access learning.	No learner to be disadvantaged from accessing any aspect of OMA life.
HODs links with Primary Schools and other Secondary Schools.		Subject leaders to make links with other schools to ensure the curriculum they offer is challenging and relevant at Y7 & 8. Also that the impact for the eligible students is shown in the uptake (Y9) and results of qualifications (Y11).	
Free Music Tuition and instruments	4000		Ensure talented PP students are not disadvantaged.

Y7 Catch-up funding

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Disadvantaged Pupil Premium Strategy	Expenditure Amount (£)	Description	Success Criteria
Accelerated Reader Programme	1000	Students in years 7 and 8 will undertake a daily reading session of 20 minutes. Based on analysis from testing, students will be allocated books that are appropriate for their ability and students will complete reading practice questions after each book they read. Progress will be measured termly and this will inform which students require further intervention.	EEF Project evaluation: appears to be effective for weaker readers as a catch- up intervention at the start of secondary school and indicates a positive on FSM eligible students Impact will be measured through programmes own rigorous analysis tool. Accelerated reading ages.
Literacy & Numeracy Support staff and resources	4770	Small group teaching. Small group phonics sessions. Literacy intervention sessions. Numeracy intervention sessions. Accelerated Reader intervention.	Ensure talented PP students are not disadvantaged.
English/Literacy/SEN TLR (25% staffing costs)	11224	Literacy intervention sessions. DEAR time every day.	Ensure talented PP students are not disadvantaged.

In the 2017-18 year 7 cohort there are a total of 58 students who achieved below the required standard score of 100 in either their Reading SATs test, Maths SAT's test or both. Of these 59 students and after conducting CAT4 tests, 22 have been identified as requiring significant intervention as they were significantly below the required standard in either Reading or Maths. It is clear based on KS2 scores, CAT4 tests and spelling tests issued to these students that literacy is the key barrier to students also achieving in Mathematics. Therefore the 'Fresh Start' initiative will focus on approximately 23 students who achieved below in both English and Mathematics.