

3 Year Pupil Premium Strategy Statement 2019-2022

Edward Worlledge Ormiston Academy

Academy Overview

Academy name	Edward Worlledge Ormiston Academy
Pupils on role	336
Proportion of disadvantaged pupils	41% (138 pupils)
Pupils Premium allocation this academic year	£238,375
Academic year (s) covered by this statement	2019-2022
Publish date	1 st September 2020
Review date	1 st September 2021
Statement authorised by	Ms Sashi Siva (Interim Principal)
Pupil Premium Lead	Miss M Warner
Governor Lead	TBC

Disadvantaged pupil progress scores for academic year (18/19)

Measure	Score
Reading	-4.9
Writing	-2.7
Maths	-4.4

Disadvantaged pupil performance overview for the last academic year (based on Teacher Assessment due to no national testing taking place due to Covid-19 restrictions.)

Disadvantaged pupil performance overview for last academic year (19/20)

Measure	Score	
	2019	2020 Teacher Assessment
KS1		
Meeting expected standard in reading	48% (National- 62%)	63%
Meeting expected standard in writing	33% (National- 55%)	57%
Meeting expected standard in maths	52% (National- 63%)	62%
KS2		
Meeting expected standard in RWM	38% (National- 51%)	26%
Meeting expected standard in reading	46% (National- 62%)	39%
Meeting expected standard in writing	69% (National- 68%)	30%
Meeting expected standard in maths	58% (National- 67%)	61%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Accelerate progress of disadvantaged pupils with a focus on core skills in literacy and numeracy, so that the gap between pupils eligible for Pupil Premium and those that are not eligible is reduced.
Priority 2	Further improve the quality of provision and teaching so that all staff are equipped to forensically analyse the PIXL QLAs to inform high quality interventions to rapidly address gaps in learning.
Priority 3	Improve parental engagement through providing educational, social and emotional support to improve mental health and well-being so that pupils and parents are in a better place to learn and support learning at home.
Priority 4 EEF- Metacognition and Self-Regulation +7 months	Develop resilience skills using PIXL character resources, curriculum experiences and further pastoral support.
Priority 5	Ensure that all pupils' life experiences are enriched through active participation in a range of enrichment activities such as educational visits, trips, holiday clubs and extra-curricular activities.
Priority 6	Pupils and families with low attendance, poor punctuality and persistent absence will be supported through individual plans, in order to achieve the national average. The Attendance Officer will liaise with staff, who will meet with parents of pupils at risk of falling below 92%.
Barriers to learning these priorities address	<p>Ensuring that quality first teaching uses evidence- based whole class teaching as informed by QLA data analysis in addition to targeted intervention to plan effective teaching sequences to close gaps in learning.</p> <p>Pupils' knowledge and recall of strategies and facts in literacy and numeracy.</p> <p>Low resilience levels to tackle the demands of the curriculum</p> <p>Attendance and punctuality issues.</p> <p>Safeguarding and welfare issues.</p>
Projected spending	£81,375

Teaching priorities for the current academic year

Aim	Target	Target date
Progress in reading	<p>Reduce the average progress scores in KS2 reading. (<2-2020) To be at 0- 2021.)</p> <p>Reduce gap between DP and NDP to be equal to that of national average</p> <p>73% of cohort to meet expected standard (Last year 49%)</p> <p>65% of disadvantaged pupils to meet expected standard.</p>	<p>Sep 20</p> <p>Lockdown has moved this to Feb 2021</p>
Progress in writing	<p>Reduce the average progress scores in KS2 writing. (<1)</p> <p>Achieve national average progress scores in KS2 writing. (0)</p> <p>Continue to ensure that disadvantaged pupils continue to perform at least in line with non-disadvantaged pupils or above at the end of KS2.</p>	<p>Sep 2020 Lockdown has moved this to Feb 2021</p> <p>Sep 2021</p> <p>Sep 2021</p>
Progress in mathematics	<p>Reduce the average progress scores in KS2 mathematics. (<2)</p> <p>Achieve national average progress scores in KS2 mathematics. (0)</p>	<p>Sep 2020 Lockdown has moved this to Feb 2021</p> <p>Sep 2021</p>
Phonics	<p>Achieve at least in line with national average expected standard in the phonics screening check.</p> <p>Achieve above national average expected standard in the phonics screening check.</p>	<p>Sep 2020 Lockdown has moved this to Feb 2021</p> <p>Sep 2021</p>
Other	<p>Reduce persistent absence of pupils from 11.9 to 8.5%. Reduce PA for DP from 6.9% to 5.6%</p>	<p>Sep 2020 Lockdown has moved this to Feb 2021</p>

Teaching

Measure	Activity
Priority 1 EEF-Reading Comprehension skills +6months	Continue with a whole academy focus on improving outcomes in reading. Determine impact on pupils' attainment through monitoring cycle, book scrutiny and tracking data. Target lowest 20% readers across the academy for rapid improvement Support staff with strategy implementation.
Priority 2	Accelerate the progress of disadvantaged pupils through a programme of daily, weekly, and monthly reviews in all subjects. Mastery achieved by improving fluency and recall. Staff CPD will be planned and delivered by SLT and Subject Leaders in maths, English, science, and history.
Priority 3 EEF- 1:1 Tuition (maths) +5 months	Use Third Space Learning to provide 1:1 tuition for 6 Key Marginal PP Y6 pupils with significant gaps in prior knowledge to ensure that every pupil is given the opportunity to reach their full potential.
Priority 4 EEF- Peer Tutoring +5 months	Peer mentoring training for PP children to mentor PP children to address gaps in learning and allow HPA PP pupils to apply skills learned in class and to support their peers.
Barriers to learning these priorities address	Ensuring that pupils read widely, fluently and with greater understanding and providing catch up across the curriculum, especially in LKS2. Specific needs in literacy and numeracy including SEN. Lack of resilience to face challenges of the curriculum.
Projected spending	£92, 000

Targeted academic support for the current academic year

Measure	Activity
Priority 1 EEF- Phonics +4 months	Continued support from the Wensum Phonics Hub to ensure quality first teaching of phonics and further training for all staff including KS2. 75% of disadvantaged pupils in KS1 to pass the phonics screening.

	Targeted phonics catch up for pupils in Year 3 and Year 4 who did not pass the Year 2 phonics retakes.
Priority 2 EEF- Reducing Class Size + 3 months	Additional staff for Y6 interventions in reading, writing and maths for 18 DP. Pre-teaching and 1:2 additional interventions to close gaps
Priority 3 EEF- Parental Engagement +3 months EEF- Small Group Tuition +4 months	Establish a Parent/Pupils' home learning group providing additional tuition for disadvantaged pupils to close gaps and parent workshops to support parents in supporting their children at home.
Priority 4 EEF- Summer Schools +2 months	Provide funding to enable disadvantaged pupils to increase cultural capital. Additional study sessions for maths and literacy Teach metacognition and cognition, good study habits to increase motivation and attitudes to learning.
Barriers to learning these priorities address	Specific needs in Literacy and numeracy. Complex family structures influencing several potential barriers e.g. differing parenting styles on split sites, parental disengagement, socio-economic disadvantage
Projected spending	£20,000.00

Wider strategies for the current academic year

Measure	Activity
Priority 1	Attendance support for pupils and families. Reduce PA for disadvantaged pupils from 6.9% to 5.6%
Priority 2 Arts Participation +2 months Outdoor Adventure Learning +4 months Sports Participation +2 months	Subsidise extra-curricular activities and visits, uniform grant. Extend pupils' life experiences. Develop positive behaviours, social skills, attitudes to learning, knowledge and skills application.
Priority 3	Increase attendance at whole school events by parents of DP.
Barriers to learning these priorities address	Attendance and readiness to learn. Complex family structures influencing several potential barriers e.g. differing parenting styles on

	split sites, parental disengagement, socio-economic disadvantage
Projected spending	£65,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring time is allocated to allow for staff professional development.</p> <p>Balancing priorities against other academy priorities for improvement.</p> <p>Ensuring adequate time for English and Maths Subject Leads to research and support staff to establish consistent practice across the academy.</p>	<p>Use of INSET days and planned CPD time as part of the weekly timetable for staff meetings.</p> <p>Consider a rolling programme for a 'round robin' style staff meeting to monitor impact alongside SEN, lowest 20%, etc. SLT and Leads to work with all Year Groups within one meeting.</p> <p>P to support Maths Subject Lead. (New to role.)</p> <p>VP and AP to work directly with English Subject Lead for reading and phonics. (New to role.)</p> <p>Review cover timetable to ensure all Subject Leads have appropriate time to develop and administer the curriculum.</p>
Targeted support	Securing staff support for holiday clubs and additional opportunities for disadvantaged support outside the school day.	Consider opportunities for additional payment for HLTAs and securing specialist support for developing other areas such as motivation, social skills, and well-being.
Wider strategies	Engaging the families facing the greatest challenges.	Open door policy, working closely with support services, signposting, and regular personal dialogue.

Review: last year's aims and outcomes 2020

Aim	Outcome
Accelerate the progress of disadvantaged pupils through	We were more forensic in our analysis of data this year using PIXL and teacher assessment. Through cross- academy moderation we were able to align our judgements against national standards considering how to ensure those who needed additional support were able to make good progress. Data showed a 10% increase in the number of pupils at the end of KS2 achieving the EXS in reading. At KS1 there was an 8% increase in the number of pupils achieving the expected standard for reading and a 10% increase in those pupils achieving writing.
Further improve the quality of provision and teaching to ensure that all staff are fully equipped to rapidly address any underachievement	PIXL therapies were targeted at key marginal pupils who needed rapid intervention to meet end of year expectations. Interventions were more successful in maths and reading. Planned staff CPD supported staff in further developing their practice. We will continue to develop and improve our quality of provision over this next academic year. A whole academy focus on the Power of Reading and Effective Maths is designed to have a positive impact on results in all key areas.
Phonics Catch Up	72% of disadvantaged pupils were on track to achieve the PSC. Due to Covid-19 Restrictions this was not administered during the academic year 2019-2020.
Pupils and families with low attendance and persistent absenteeism are supported and challenged to achieve the national average.	Successful strategies saw DP achieving 94% attendance with a 6.7% PA just before lockdown. Covid-19 Restrictions impacted on attendance this year, but we will continue to address this and aim to maintain a level in line with national for this group.

Review: aims and outcomes 2019

Aim	Outcome
To ensure all pupils are given every opportunity to reach their full potential.	There was a 9% improvement in the number of pupils achieving combined at the expected standard at the end of Key Stage 2. We need to be more robust in analysing our pupil data to secure improved outcomes to have a greater impact on the overall outcomes.
Close gaps in learning to enable pupils to achieve expected outcomes at the end of KS1 and KS2.	Results at KS1 show significant gaps between disadvantaged pupils and non-disadvantaged pupils in Reading, Writing and Maths. At KS2 disadvantaged pupils achieved slightly better

	outcomes in writing than non-disadvantaged pupils. (<i>This is a two-year trend.</i>) In maths and reading, there are gaps that still need to be closed. This is to be addressed this year through strategies outlined above.
Key Marginals to be targeted and make enough progress to reach expected target.	<p>PIXL QLA and therapies were used to target borderline pupils, both through additional sessions run by class teachers and by SLT. Maths intervention was more successful than reading. The focus on improving reading across the academy including increasing the amount of time dedicated to the teaching of reading, additional CPD and targeting fluency as well as our lowest 20% of readers are all designed to have a positive impact on reading outcomes.</p> <p>More forensic analysis of PIXL data will also support more rapid improvement.</p>
Phonics catch-up	71% of disadvantaged pupils passed the PSC. 74% of pupils overall passed.
To reduce disadvantaged PA	Attendance PA was 8.9% at the end of the academic year. Disadvantaged pupils' PA was not tracked. As a result of this, we will be tracking this year and putting in personal support plans for PP pupils.

Written by Michala Warner (Pupil Premium Lead)