

## Pupil Premium Strategy Statement for 2019-20: Orchard Mead Academy

1. Summary information					
<b>School</b>	Orchard Mead Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£ 407,715	<b>Date of most recent PP Review</b>	Aug 2019
<b>Total number of pupils</b>	1156 (Oct 19)	<b>Number of pupils eligible for PP</b>	422	<b>Date for next internal review of this strategy</b>	Aug 2020

2. Current attainment	2017/18		2018/19	
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving 9 to 4 in English and Maths (2017/18)</b>	28%	71%	34.3%	63%
<b>Progress 8 score average (from 2017/18)</b>	-0.99	0.13	-1.14	0.13
<b>Attainment 8 score average (from 2017/18)</b>	29.43	46.53	29.42	46.55

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 literacy skills</i> )	
<b>A.</b>	Poor Literacy and numeracy
<b>B.</b>	Slow rates of progress and lower attainment outcomes
<b>C.</b>	Low parental engagement
<b>D.</b>	Significant emotional, social and behavioural vulnerabilities
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Low attendance
<b>B</b>	Low aspirations

<b>4. Intended Outcomes of Funding</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>1.</b>	Raising achievement and attainment	Closing progress and attainment gaps
<b>2.</b>	Improving attendance	Improved attendance data; closing attendance gaps between PP and non-PP counterparts.
<b>3.</b>	Building social and cultural capital	Provision of opportunities both within and outside of the classroom intended to close knowledge and experience gaps All PP students to be given at least one 'enrichment' opportunity each over the academic year Ensure academic opportunities outside of the PP remit are more accessible to PP students.
<b>4.</b>	Strengthening parental engagement.	Improved parental engagement Engaging Premium parental voice Parental attendance to school-based events
<b>5.</b>	Providing additional support and intervention for the most vulnerable students.	Students have access to outside agencies that can support their mental and emotional well-being Students become responsible citizens, confident individuals, successful learners and effective contributors. NEET figures are reduced and kept to at least national figures FE success and retention rates are good. Behaviour and attendance data improves.
<b>6.</b>	Raising aspirations through quality careers education and work related activity	Students develop aspirations and gain the insight to understand the pathway for securing those aspirations. Students secure best possible post-16 provisions and institutions. NEET figures lower and at national levels or below

Intended Expenditure																																															
Academic year		2019/20																																													
1. Raising Achievement and Attainment			Intended Impact																																												
Leadership time to support the whole school raising achievement agenda. Creating the raising standards strategy for Pupil Premium; this in addition to the extension of leadership capacity at a range of levels through the school in order to create greater capacity for focused support and tracking.	£28,817	<table border="1"> <thead> <tr> <th>ATTAINMENT</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Average A8</td> <td>31.56</td> <td>33.03</td> <td>41.32</td> </tr> <tr> <td>Average A8 grade</td> <td>3.14</td> <td>3.3</td> <td>3.58</td> </tr> <tr> <td>Estimated A8</td> <td>39.34</td> <td>41.42</td> <td>35.82</td> </tr> <tr> <td>Basics 9-7</td> <td>0.9</td> <td>3.9</td> <td>5.9</td> </tr> <tr> <td>Basics 9-5</td> <td>14.6</td> <td>21.5</td> <td>18.1</td> </tr> <tr> <td>Basics 9-4</td> <td>32.2</td> <td>38.6</td> <td>37.6</td> </tr> <tr> <td>EBacc 9-5</td> <td>3</td> <td>4.8</td> <td>6.3</td> </tr> <tr> <td>EBacc 9-4</td> <td>5.2</td> <td>7.0</td> <td>3</td> </tr> <tr> <td>EBacc APS</td> <td>2.73</td> <td>2.92</td> <td>2.99</td> </tr> </tbody> </table>					ATTAINMENT	2018	2019	2020	Average A8	31.56	33.03	41.32	Average A8 grade	3.14	3.3	3.58	Estimated A8	39.34	41.42	35.82	Basics 9-7	0.9	3.9	5.9	Basics 9-5	14.6	21.5	18.1	Basics 9-4	32.2	38.6	37.6	EBacc 9-5	3	4.8	6.3	EBacc 9-4	5.2	7.0	3	EBacc APS	2.73	2.92	2.99	
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GL Assessment to support age-appropriate target setting for students.	£9,785	<table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.79</td> <td>-0.649</td> <td>-0.434</td> <td>-0.26</td> </tr> </tbody> </table>						2017	2018	2019	2020	Progress 8	-0.79	-0.649	-0.434	-0.26																															
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Quality CPD & 9 Professional Learning Afternoons	£15,000	<p><b>DA vs other</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Progress Headlines</th> <th colspan="3">2020 results</th> <th colspan="3">2019 results</th> </tr> <tr> <th>ALL</th> <th>DA</th> <th>Other</th> <th>ALL</th> <th>DA</th> <th>Others</th> </tr> </thead> <tbody> <tr> <td>Average Total Progress 8</td> <td>-0.26</td> <td>-0.68</td> <td>0.05</td> <td>-0.47</td> <td>-1.111</td> <td>0.06</td> </tr> <tr> <td>HA</td> <td>0.55</td> <td>-0.92</td> <td>0.02</td> <td>-0.754</td> <td>-1.374</td> <td>-0.244</td> </tr> <tr> <td>MA</td> <td>-0.51</td> <td>-0.67</td> <td>-0.36</td> <td>-0.839</td> <td>-1.35</td> <td>-0.39</td> </tr> <tr> <td>LA</td> <td>-0.37</td> <td>-0.28</td> <td>0.98</td> <td>+0.451</td> <td>-0.389</td> <td>1.172</td> </tr> </tbody> </table>					Progress Headlines	2020 results			2019 results			ALL	DA	Other	ALL	DA	Others	Average Total Progress 8	-0.26	-0.68	0.05	-0.47	-1.111	0.06	HA	0.55	-0.92	0.02	-0.754	-1.374	-0.244	MA	-0.51	-0.67	-0.36	-0.839	-1.35	-0.39	LA	-0.37	-0.28	0.98	+0.451	-0.389	1.172
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Whole School Oracy Leader	£23,010	<p>The progress gap for DA students is significant however the progress of DA students has improved from 2019. The P8 score for students not identified as DA is +0.05 compared to a P8 score of -0.68 for DA students.</p>																																													
Proportional representation in classes to reflect demographic makeup of each year group	Nil cost																																														

**Impact of CAT tests**

Clear indication of student's ability regardless of prior learning because test is based outside of curriculum knowledge.

Allows us to check on abilities of all students but particularly those that may have underperformed on KS2 SATs.

Data gives teachers information about how to support students learning, for instance students with a low verbal score can often find it difficult to express themselves and appear to be less able than they are.

Provides reliable target setting data for GCSE based on this ability, free from curriculum interference

Data also provides useful information about the students learning needs and can be used to indicate students who require further support with SEND issues as well as giving a clear indication of the ability of EAL students, without the interference from language difficulties.

**Progress Tests**

Reliable and accurate annual tests in maths and English allow accurate judgement of progress across each year in KS3.

Provides basis for grouping for next year by any strategy, provides formative information to be used as basis for intervention

**Proportional representation in classes to reflect demographic makeup of each year group.**

All faculties take account of learner profiles (PP, EAL, SEND, prior attainment) when grouping students either into faculty specific mixed ability groups or sets. This profile is tracked and ensures that groups are constructed with the best interests of all learners in mind. PP students must be proportionally represented in every group. This prevents students from being overly represented in lower ability groups, so called downward drift, and ensures that mixed ability groups are properly mixed.

**Professional Learning days and CPD**

**PL day 1 - The Art of Brilliance**

52% of staff agreed or strongly agreed that the Art of Brilliance presentation provided me with new insights relating to positive psychology. 57% of staff agreed or strongly agreed the Art of Brilliance presentation provided a positive start to the year

**PL day 2 - Responsive Teaching**

89% of participants agreed or strongly agreed they were able to apply the responsive teaching strategies and methodology to the curriculum they teach. 97.5% of participants have a secure, clear or detailed understanding of how hinge questions and exit tickets fit into the big picture for curriculum development at Orchard Mead.

**PL day 3 - Oracy Launch**

68% of participants agreed or strongly agreed they feel confident trialling sentence stems in their selected classes. 55% of participants agreed or strongly agreed they feel like the training is providing me with useful input on how to improve my Oracy practice'.

**PL day 4 Using CAT data for Teaching and Learning**

97% of participants agreed or strongly agreed that they understand how the GL assessments are structured to generate reading age and reasoning scores. 85% of participants agreed or strongly agree they understand how to use the GL data to tailor my teaching to the ability of my groups.

**PL day 5 - Curriculum development and homework planning**

91% of participants agreed or strongly agreed they understood the importance of knowledge organisers to support student learning. 85% of participants agreed or strongly agreed that they are clear about when homework should be set in their subject area.

**PL day 7- Teach Like a Champion routines showcase**

80% of participants agreed or strongly agreed that they acquired new insights relating to classroom routines and expectations 100% of participants agreed

		or strongly agreed that the idea of having universal routines for classroom expectations at Orchard Mead is a good idea.						
<b>2. Improving attendance</b>								
Leadership time supporting the Attendance strategy for Pupil Premium; this in addition to the extension of leadership capacity at a range of levels through the school in order to create greater capacity for focused support and tracking.	£41,738	<table border="1" data-bbox="1464 341 1872 443"> <thead> <tr> <th></th> <th>% Overall</th> <th>% Pupil Premium</th> </tr> </thead> <tbody> <tr> <td><b>Totals</b></td> <td><b>95.5</b></td> <td><b>93.5</b></td> </tr> </tbody> </table> <p>PP students' attendance has risen by +2.4%</p>		% Overall	% Pupil Premium	<b>Totals</b>	<b>95.5</b>	<b>93.5</b>
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<b>Totals</b>	<b>95.5</b>		<b>93.5</b>					
Educational Welfare Service – Full Time.	£30,362							
Attendance Officer	£11,184							
Attendance Administrative Support	£4,246							

3. Building social and cultural capital		
Implementation of the new curriculum	£13,374	<p><b>Implementation of the new curriculum</b></p> <p>Knowledge-rich, research based, challenging curriculum has been created by each faculty to improve the quality of provision for all students. Each faculty including scaffolding resources to ensure that all students can access the curriculum.</p> <p>QA shows strong approval rating (trust internal review, CP review) and student feedback is good.</p> <p>As this is a long-term project it is yet to have measurable impact on GCSE results.</p> <ul style="list-style-type: none"> <li>• Provision of opportunities both within and outside of the classroom intended to close knowledge and experience gaps</li> <li>• All PP students to be given at least one 'enrichment' opportunity each over the academic year</li> <li>• Ensure academic opportunities outside of the PP remit are more accessible to PP students.</li> <li>• Enhanced curriculum provision and access to experiential and contextualised learning</li> </ul> <p><b>Cultural capital leadership improved PP participation in extra curricula activities to improve aspirations and experiences</b></p> <ul style="list-style-type: none"> <li>• Improved participation in national competitions.</li> <li>• The Poetry competition was the most successful competition, as it showcased our student's poetry in a published book.</li> <li>• 20 PP students in year 7 and 8 completed the bronze Crest award</li> <li>• National maths competitions entered.</li> <li>• Duke of Edinburgh award launched, and PP students targeted to join</li> <li>• Scholars program completed by a targeted group of PP students</li> <li>• Trips organised to Universities (not all trips completed due to Covid 19 school closure)</li> </ul> <p>PP students provided with resources to support and enable access to DT and food curriculum</p>
Trips to prestigious Universities & Support with Educational Trips	£22,250	
Cultural Capital leadership	£11,024	
Enhanced DT and food provision to enable access to curriculum	£6000	
4. Strengthening parental engagement		
Class charts purchased and implemented	£3,528	

Parents Evening System purchased and implemented	£650	<ul style="list-style-type: none"> <li>• Pupil premium parents contacted to encourage them to attend and support them in making appointments</li> <li>• Improved parental engagement</li> <li>• Parental attendance to school-based event improved GCSE Launch: 53% GCSE Giveaway &amp; Guidance Evening: 81% Y11 Parents' Evening: 48% New Y7 Tutor Evening: 47% Year 8 Parents' Evening: 51% Year 10 Parents' Evening: 53%</li> </ul>
Increased and improved open evenings, more effectively promoted and targeted 'nudge' approach used to engage parents	£162.54	
Newsletter with focus on high profile school activities	£3,574	
GCSE support evenings for parents on supporting their child to succeed – targeted PP	Incl in above.	
<b>5. Providing additional support and intervention for the most vulnerable students.</b>		
Leadership time to deliver a welfare, behaviour and reward strategies to support Pupil Premium students; this in addition to the extension of leadership capacity at a range of levels through the school in order to create greater capacity for focused support and tracking.	£35,978	<p>PP students have benefitted from a strengthened pastoral system and associated team which has included: the development and embedding of an improved behaviour management system and associated rewards strategy, vertical tutoring, a prominent House system and improved lunchtime facilities.</p> <p>In addition, the increased capacity within the pastoral team, including 7 PASCOS, all of whom are DSL, and the appointment of an on-site counsellor has improved the welfare and wellbeing of students.</p> <p>We have developed an on-site alternative curriculum provision for our most vulnerable students. The Hub has supported a target group of students, allocated via our PSP and Panel process through smaller class sizes, higher staff to student ratio and bespoke interventions, alongside curriculum teaching. Of those supported through this provision at any point during the academic year, 75% were PP.</p> <p>19 students have benefitted from vocational courses in Construction, Environmental and Hair and Beauty provided by Enstruct.</p> <p>Behaviour data for PP students demonstrates the impact of this work. <b>FTE for PP students are considerably better than national averages: 2019-20</b> <b>Permanent exclusions - 0.17 school Vs 0.51 national</b></p>
Four Heads of House supporting most vulnerable students and working to raise aspirations	£6,718	
Seven PASCOS supporting most vulnerable students and working to raise aspirations	£76,871	
Alternative Curriculum Leader working to engage our most vulnerable students	£19,222	
Lunchtime Sports Clubs	£11,545	
Construction, Environmental and Beauty experiences with 'Enstruct'	£20,425	
Christmas revision packs for Year 11 students	£500	
The great revision giveaway – Year 11 Targeted Event	£200	
19/20 Start of Term Stationery Packs & ongoing provision	£500	
Breakfast Club – Staffing and Resources	£10,488	

		<p><b>Fixed term exclusions – 6.48 school Vs 26.69 national</b>  <b>1 or more fixed term exclusions – 4.26 school Vs 10.79 national</b>  <b>2 or more fixed term exclusions – 1.45 Vs 5.11</b></p> <p>All PP students provided with start of term stationary packs and these were replenished throughout the year. Improved behaviour and focus lessons. Barriers to learning removed.</p> <p>The great revision giveaway attended by 81% of students and parents. Students provided with resources to support in revision. Improved outcomes for PP in 2019-20</p> <p>All year 11 PP students provided with Christmas revision packs which included past papers and mark schemes as many of the students do not have printers at home. Barriers to revision removed.</p> <p><b>Breakfast club</b></p> <ul style="list-style-type: none"> <li>• PP students are well represented at Breakfast Club ensuring students are punctual to school, are well fed and are ready for learning.</li> <li>• The free breakfast club is recognised nationally as supporting the wellbeing of PP pupils, enabling better engagement within lessons, delivering improved outcomes, promoting healthy lifestyle and supporting improved attendance and punctuality.</li> </ul>
<p><b>6. Raising aspirations through quality careers education and work related activity</b></p>		
<p>Brilliant Club Scholars' programme</p>	<p>£6,000</p>	<p><b>Brilliant Club Scholars' programme</b></p> <ul style="list-style-type: none"> <li>• Students develop aspirations and gain the insight to understand the pathway for securing those aspirations.</li> <li>• 32 students participated in the Scholars programme with 100% pass rate. Almost 40% of students achieved a 2:1 or 1<sup>st</sup> Class on assignments</li> </ul>
<p>Written careers within newly created curriculum</p>	<p>£4,002</p>	
<p>PiXL knowledge, independence – Staff CPD</p>	<p>£4,050</p>	
<p>GCSE POD</p>	<p>£3,451</p>	<p><b>Written careers within newly created curriculum</b>  Each faculty improved their curriculum by adding Career interrupt slides at key moments in a lesson, these were designed to improve students understanding</p>

		<p>of the careers that each subject can link to and inspire students to research these careers. The project was a response to the requirements of Gatsby Benchmark 4. Due to the pandemic, it has been difficult to measure the impact of these slides on the students' knowledge and aspiration.</p> <p><b>PiXL resources and GCSE Pod</b></p> <ul style="list-style-type: none"> <li>• Using PiXL resources and GCSE Pod has improved outcomes for Basics and core subjects</li> <li>• Outcomes have improved for PP students</li> <li>• Improved engagement in lessons</li> <li>• Improved engagement with homework</li> </ul> <p>PiXL resources used to create paper-based resources during Covid-19 school closure which supported the PP students GCSE pod used to set videos and assignments during Covid-19 school closure to support all students including PP students</p>
<b>7. Special Circumstances Allowances and Additional Support</b>		
Uniform Support	£4000	<ul style="list-style-type: none"> <li>• Maintain wellbeing of PP pupils</li> <li>• Enhanced positive attitudes to learning and school life</li> </ul>
Personalised LAC Support	£2000	
<b>Total</b>	<b>£430,655</b>	