

**2018-2019 Academic Year**

**Pupil Premium Funding Strategy and Impact statement.**

**September 2018**

**RAISING ASPIRATIONS. TRANSFORMING LIVES.**

## Impact Statement

### Progress

Breakdown	Cohort 2019	Progress 8 adjusted score	
		OHA 2019	OHA 2018
Disadvantaged	70	-0.61	-0.89

- There is an improved trend on 2018 with the gap closing by +0.28 in 2019

Breakdown	Cohort 2019	English element		Maths element	
		OHA 2019	OHA 2018	OHA 2019	OHA 2018
Disadvantaged	70	-0.57	-0.72	-0.41	-1

Breakdown	Cohort 2019	English Baccalaureate element		Open element	
		OHA 2019	OHA 2018	OHA 2019	OHA 2018
Disadvantaged	70	-1	-1.3	-0.46	-0.62

- English - There is an improved trend on 2018 with the gap closing by +0.15 in 2019
- Maths- There is a significant improvement on 2018 with the gap closing by +0.59 in 2019

- Open element – There is an improved trend on 2018 with the gap closing by +0.16 in 2019
- English Baccalaureate - There is an +0.3 improvement on 2018

**Attainment**

Grade 5 or above in English and maths	Cohort 2019	OHA 2019 %	OHA 2018 %
<b>Disadvantaged</b>	71	<b>12.68</b>	8

- The percentage of PP students achieving grade 5 and above in English and Maths increased by 4.68%



1. Summary information					
<b>School</b>	Ormiston Horizon Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£370,000	<b>Date of most recent PP Review</b>	March 2018
<b>Total number of pupils</b>	1001	<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	September 2019
2. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
<b>A.</b>	Low literacy and numeracy levels when entering the academy				
<b>B.</b>	Limited access to learning and revision materials				
<b>C.</b>	Some higher attaining pupils on entry who are eligible for PP are making less progress than other high ability students.				
<b>D.</b>	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental effect on progress				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
<b>D.</b>	The attendance of PP students is lower than non PP students				
<b>E.</b>	Limited access to enrichment activities				
3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
<b>A.</b>	Improved literacy and numeracy skills for pupils eligible for PP in Year 7			PP pupils inY7 make rapid progress by the end of the year, so that all PP pupils at least meet access to curriculum reading age of 9.6 years	

<b>B.</b>	Increased student engagement inside and outside the classroom	The number of PP attending revision sessions is in line with non PP students. Increase the % of PP accessing home learning platforms such as Educake and SMH
<b>C.</b>	Improved rates of progress for specific sub groups of PP students: <ul style="list-style-type: none"> <li>• High attainers on entry</li> <li>• Middle attainers on entry, white British boys who are making less progress than peers</li> </ul>	Such pupils make as much progress as non PP students by end of KS4 in maths and English and are as successful in Ebacc subjects and in overall progress 8 and attainment 8 scores.
<b>D.</b>	SEMH issues of identified groups of PP students are further addressed	Fewer behaviour incidents recorded for these pupils
<b>E.</b>	Increase the range of opportunities that are available to PP students	More PP students taking part in enrichment activities.

#### 4. Planned expenditure

<b>Academic year</b>	<b>2019-20</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Commence Accelerated Reading Programme in Y7 (previously funded by NLT)	Improve reading outcomes in Year 7	Programme implemented successfully in previous years	<ul style="list-style-type: none"> <li>• All English teachers are trained effectively</li> <li>• Academy librarian trained to support with implementation</li> </ul>	Literacy Co-ordinator Director of Communications	June 2019

Whole staff training on effective literacy strategies  Whole school approach to tier two vocabulary teaching	Improve staff understanding and delivery of literacy across subjects	Staff recognise that increasing the range of effective literacy strategies is imperative to improve student outcomes and understanding	<ul style="list-style-type: none"> <li>• QA procedures in place</li> <li>• Lesson drop ins and feedback</li> <li>• Departmental meetings</li> </ul>	Literacy Co-ordinator SLT	July 2020
A detailed intervention programme to effectively support underperforming students	Improve outcomes across K3 & 4	<ul style="list-style-type: none"> <li>• Better quality of teaching and learning focused on the needs of the students</li> <li>• More personalised use of support for students with her levels of needs – faster progression and higher attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Quality assurance procedures</li> <li>• Staff training</li> <li>• Planning time</li> </ul>	Assistant Principal Vice Principal  Curriculum Leaders	July 2019
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Individualised literacy support	Improve the literacy skills of the students involved	<ul style="list-style-type: none"> <li>• Direct toward students who enter Y7 below the average scaled score</li> <li>• Lexia (check this) impact from Year 7</li> <li>• Focus on students in Year 8 who remain at low reading age</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8 teachers trained on Lexia</li> <li>• SENCO and LSP experienced at delivery</li> <li>• Small group work</li> <li>• Additional time identified in curriculum</li> </ul>	VP, AP T&L, SENCO, AP Achievement Librarian	Jan and July 2019
KS4 intervention	Improve outcomes for KS4 students	Rational based on previous cohort progress. Focussed on underperforming Pupil Premium and/or high attaining on entry who are under performing	<ul style="list-style-type: none"> <li>• Key groups of students identified from Quixote</li> <li>• Personalised mentor in place to support</li> <li>• Personalised intervention programme</li> <li>• Parental meetings</li> </ul>	AP Achievement HoY	Jan 2019, July 2019
Saturday and holiday sessions for targeted students	Improve outcomes for KS4 students	Based on previous experience, additional time for students who are under performing or disengaged who might not revise if left to own devices	<ul style="list-style-type: none"> <li>• Well publicised with students and parents</li> <li>• Social media and letters</li> <li>• Key staff to lead sessions</li> </ul>	AP Achievement	Jan – July 2019
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Additional SEMH support through pastoral mentors	Improve attitude to learning for vulnerable students	In school support to provide stability, advice and strategies for vulnerable students often with severely dysfunctional lives. In 2017/2018 40 students were mentored of whom 32 are PP.	<ul style="list-style-type: none"> <li>• Well organised team</li> <li>• Directed students</li> <li>• Programme of study to follow</li> </ul>	VP and AP	Jan 2019, July 2019
In School Counselling	Reduction in behaviour incidents, exclusions and improved attendance	In-class removals, FTE data, attendance, PX data	<ul style="list-style-type: none"> <li>• Well organised team</li> <li>• Data evidence</li> <li>• QA procedures</li> </ul>	SENCO and Asst. SENCO	Jan 2019, July 2019
<b>Total budgeted cost</b>					



## Specific Strategies

Action: Quality First teaching	Intended Outcomes	Success Criteria	Funding cost	Staff	Review date
Improved quality of teaching	Improved attainment at KS4	To increase the overall P8 of Pupil Premium Students  The gap between PP and non PP students to be significantly reduced (0.2 gap between PP/nonPP)	High Quality Teaching Staff  Additional Teaching Staff to reduce class sizes of Pupil Premium Groups	AP T&L  AWF	Progress Check Cycle to review attainment and Progress 8
Subject Support		Support in Science, Maths and English	% of HLTA salary  % of Graduate teacher salaries	SENCO  Core Directors	July
Students to be entered for BTEC Business and VCERT Sport qualifications	Raise overall P8 score for students	Students prepared for vocational courses through additional and promote healthy lifestyles	% of examination budget	Curriculum Lead	January
Talk the Talk	Improved communication and dialect	Students to gain experiences in discussion and communication with external providers	External Provider costs	Director of Literacy	September

Action: Targeted Support	Intended Outcomes	Success Criteria	Funding cost	Staff	Review date
Curriculum Leaders introduce departmental strategy to raise attainment of PP students		Performance data shared with curriculum leaders.	% of SLT salary for tracking % of Pupil Premium Administrator costs % of SENCO costs	CLS SLT Achievement	June 2020
Disadvantaged Boys		Boys to be identified by DisAd boys co-ordinator and students to be “mentored” by teaching staff  Disadvantaged boys to perform in line with non PP boys  Mentors identified and students to work and be supported by mentors	% of Co-ordinators salary	SLT DisAD Boys	July 2020
Pastoral Interventions	Improved attendance of PP students	Improved attendance Pastoral support Early help champion Reduced FTE for PP students	% of HoY salaries % of RSL TLR % of pastoral support salaries % of attendance officers salary	VP DSL RSL HoY Attendance	Half Termly

Introduce mentoring and coaching for PP students who have received an FTE on multiple occasions	To reduce the number of FTEs for PP students	Reduction in repeat FTEs for PP students	% of pastoral manager salary Introduction of pastoral support worker (salary %) Additional IE room – cost of conversion and staffing of room- £25 000	RSLs AP Intervention	Half Termly
External careers service for students requiring specialist support	To raise the aspirations of PP students	PP students to be aware of more careers opportunities. Reduction in NEET students at the end of Y11	Careers advisory service £3000 % of careers officer salary	Careers manager	Termly
To ensure that all PP parents/carers are actively involved in the school life of their child	Increase the level of parental engagement of PP students	Increased attendance	Text message costs Parental calls/time % of HoY salary/admin salary	Admin Team HoY	Half Termly
Summer school to target students with KS2 score below 100	To raise the starting point of Year 7 students	More students start Year 7 with an equivalent of 100 score in English and Maths	% cost of summer school staffing % summer school co-ordinator % of summer school overheads	Transition	July

Reduction in the number of negative behaviour incidents Increase in positive rewards for PP students	To reduce negative behaviour incidents of PP students	Fewer students achieving 3 or 4 on lesson monitor Fewer PP students achieving IE/Reflect incidents	Specific PP rewards budget % of admin salary monitoring rewards/behaviour	Mentor RSL VP	Half Termly
Boxing Club	Self-esteem and experiences improved	Disadvantaged students to be given the opportunity to be coached by an ex-professional Boxer	£10 per hour KS4 Director	Director KS4	July
Mental Health Support	To provide additional mental health support for PP students	Reduction in PA students as a result of mental health issues	Educational Psychologist bookings Counselling costs % of safeguarding DSO salary	DSL SENCO	Termly
<b>Action: Additional Approaches</b>	<b>Intended Outcomes</b>	<b>Success Criteria</b>	<b>Funding cost</b>	<b>Staff</b>	<b>Review date</b>
Forest Schools	Outdoor Opportunities	PP students to gain experience of the outdoors and bushcraft/camping/survival skills	CPD funding	Inclusion Manager SENCO Team	September
Christmas Dinners Mother's Day buffet Father's Day buffet	Improved well-being and welfare of students	Students who are Pupil Premium to experience a Christmas Dinner	PP students x £3 per head	Chef Finance Manager	Yearly

		Improved parental engagement and improved relationships between family units			
Cadet Forces	Extra-curricular opportunities	Increased opportunities for extra-curricular experiences  Residential  Team building	TLR for staff leaders  Employment of CCF	CCF Team  Director KS3	2021
Saturday and holiday school for Y11 students		To provide additional opportunities for PP students to attend Saturday and holiday revision sessions	% of hourly rates to be funded from PP funding for targeted PP students	Transition Team	July
Music Lessons	Provide opportunities available to students that would not otherwise be available to PP students	Peripatetic Music Lessons	Funding for Peri lessons	Head of Music	Annually