

2019-2020 Academic Year

Pupil Premium Funding Strategy

RAISING ASPIRATIONS. TRANSFORMING LIVES.



1. Summary information					
School	Ormiston Horizon Academy				
Academic Year	2019-20	Total PP budget	£410,465	Date of most recent PP Review	October 2019
Total number of pupils	449 (42.43%)			Date for next internal review of this strategy	April 2020
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>					
A.	Numeracy skills of students are generally below the national average on entry of disadvantaged students, preventing them from making good progress in mathematics in Y7 and increasing the likelihood of them falling behind as they progress through KS3 into KS4				
B.	Literacy skills of students are generally below the national average on entry of disadvantaged students, preventing them from making good progress in mathematics in Y7 and increasing the likelihood of them falling behind as they progress through KS3 into KS4				
C.	Aspiration/attitude to learning of identified DisHA and disadvantaged boy learners is not commensurate with their ability, therefore increasing the risk of their progress falling behind				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance of PP pupils is (91.5%) is below that of non-pp students (96.09) and that of PP students nationally (92.8). This reduces their school hours and causes them to fall behind.				
E.	Financial exclusion: Limited access to enrichment activities outside of school				
3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Increase the proportion of PP students in year 7 who have reading and spelling ages at least in line with their chronological age to at least national by the end of year 8.			Evidenced through evidence from Accelerated reader assessments. Also results from standardised end of year tests in English	

B.	Increase the proportion of PP students in year 7 who making at least expected progress by the end of year 8	Evidenced through standardised end of year assessments in Maths
C.	Improved rates of progress for specific sub groups of PP students: <ul style="list-style-type: none"> • High attainers on entry • White British boys who are making less progress than peers 	Such pupils make as much progress as non PP students by end of KS4 in maths, English and in overall progress 8 and attainment 8 scores. Evidenced by end of year examination results and information derived from validated data
D.	Attendance of PP students to be in line with or above the NA but also in line with that of non-pp students nationally Reduction of PA for PP students	Attendance is improved to be in line with national
E.	Increase the range of opportunities that are available to PP students to support engagement inside and outside the classroom	Increased percentage of PP students taking part in enrichment activities evidenced through student voice and percentage of PP engaging in the visits

4. Planned expenditure

Academic year	2019-20
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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

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>Feedback - Teachers will provide feedback to pupils through marking and intervention during the lesson to ensure progress is made and misconceptions are addressed immediately.</p>	<p>Gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons to ensure pupils make progress</p>	<p>EEF – Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. On average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.</p>	<p>Lesson observations. Scrutiny of books. Ongoing training for staff on a needs basis (identified from observations and books)</p>	<p>PEL</p>	<p>Termly</p>
<p>Modelling – Teachers will model and explain new concepts and approach to learning</p>	<p>Modelling and explaining the strategies being taught so that learners understand what they are learning also helps to develop this culture of independent learning for our Pupil Premium students.</p>	<p>Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' Metacognitive skills. (EEF - Metacognition Self-regulated learning guidance report)</p>	<p>Lesson observations. Scrutiny of books. Ongoing training for staff on a needs basis (identified from observations and books)</p>	<p>PEL</p>	<p>Termly</p>
<p>Retention – Teachers will implement a 'five a day' retention starter in all lessons</p>	<p>Improve the students' knowledge and motivation through this low stakes quizzing strategy</p>	<p>Rawson and Dunlosky (2012) recommend that pupils should practice target knowledge until it is correctly recalled. This would suggest that pupils in the classroom should have the opportunity to regularly practice retrieving knowledge until it is learned, requiring more than one opportunity to retrieve.</p>	<p>Lesson observations. Scrutiny of books. Ongoing training for staff on a needs basis (identified from observations and books)</p>	<p>PEL</p>	<p>Termly</p>

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"> • QA procedures in place • Lesson drop ins and feedback • Departmental meetings 	Literacy Co-ordinator SLT	July 2020
A detailed Period 6 intervention programme to effectively support underperforming Y11 students	Improve outcomes across KS4	Period 6 will identify and nurture those pupils who's approach to learning is such that additional teacher time and support will enable them to perform beyond their forecast grade in a given subject	<ul style="list-style-type: none"> • Period 6 observations • Quality assurance procedures • Staff training • Planning time 	MLL	Termly

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Commence Accelerated Reading Programme in Y7	Improve reading outcomes in Year 7	EEF toolkit highlights Low-income students were found to achieve an additional five months growth with AR	All English teachers are trained effectively Academy librarian trained to train effectively to support with implementation	Literacy Co-ordinator Director of Communications	June 2020
Purchase of Lexonik software package and training for staff	The aim is to improve reading ages through the intensive programme	<i>Northumbria University measured the impact on their reading ages after they had taken part in Lexonik's 6 week intervention programme. The research confirmed a 27 month average reading age gain month average reading age</i>	Careful selection of students and teachers followed by rigorous tracking of attendance and quality assurance of delivery to ensure high quality provision	Literacy Co-ordinator Director of Communications	June 2020
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"> • Well publicised with students and parents • Social media and letters • Key staff to lead sessions 	AP Achievement	Jan – July 2020

Student and Parent literacy and numeracy programme	Close the literacy and numeracy gap for the students entering the academy who are already behind their peers	EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's	Parent and student voice. QA of the sessions delivered.	PEL and PP Coordinator	On completion of the 6 week programme
Parent consultation meeting's with identified Y7 to set and agree termly progress targets to improve parental accountability and provide support for parents to help their child's learning at home.	Improve parental engagement, expectation and understanding for PP pupils.	Pupils who are provided consistent support from both home and school made more progress. The single most important finding from recent research undertaken by the DFE has a large and positive impact of children's learning 'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement.	Rigorous monitor PP students data and attendance Records of meetings Student and parent feedback.	PP Coordinator and SLT Lead	Termly

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Forest school will be offered for targeted children.	Development of problem-solving strategies and teamwork skills for disadvantaged students	EEF - Overall studies of adventure learning interventions consistently show positive benefits on academic learning. Interventions make approximately four additional months' progress over the course of a year.	Student voice. QA of SLT at Forest School sessions.	LA	Termly

Cadets	Gain accredited qualifications, boost confidence and support their development and wellbeing.	Evidence provided by the Sea cadets suggest in other school CCF units cadets behaviour and respect has improved,	Student voice. QA of SLT at Forest Cadet sessions.	SW and TW	Termly
In School Counselling	Reduction in behaviour incidents, exclusions and improved attendance	In-class removals, FTE data, attendance, PX data	Well organised team Data evidence QA procedures	SENCO and Asst. SENCO	Jan 2019, July 2019

<p>Targeted families will receive additional visits from and workshops with school staff and 'Attend' staff to help them improve attendance</p>	<p>Improve attendance and reduce the number of PP students who are PA</p>	<p>The work with 'Attend' had a very positive impact locally in reducing numbers of PA pupils significantly. Pupils are more likely to succeed when they attend school consistently.</p>	<p>Quality assurance of the work done by 'Attend'.</p>	<p>DBB</p>	<p>Weekly report on attendance to SLT</p>
<p>All PP children will experience a range of aspiration visits and trips as part of their Curriculum. The minibus will be used for this where ever possible to reduce costs for parents.</p>	<p>Disadvantaged pupils are conducive to maximising learning</p>	<p>From all the positive learning behaviours that help to create a rich education. Pupil voice from last year indicated that they valued these experiences and it supported their learning.</p>	<p>SLT will monitor the medium term plans to ensure these days are linked to the wider curriculum. opportunities Student voice</p>	<p>PP Coordinator.</p>	<p>Termly</p>

Appointment of Pupil premium Coordinator and an SLT lead	Lead, manage and implement the pupil premium spend strategy to ensure all pupil premium students are impacted positively in both their academic and wider life. Pupil premium coordinator to mentor students identified as requiring additional social and emotional learning support	EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Rigorous monitor PP students data and attendance Records of meetings Student and parent feedback.	LXT	Termly
Educational Opportunity Support	Facilitates the purchasing of things such as school uniform, essential equipment, part funding trips (one per school lifetime), specialist clothing for residential trips or DofE, etc	No students in disadvantaged due to financial exclusion.	Pupil premium coordinator will monitor	DL	
Total budgeted cost					£410,465

