

Pupil Premium Strategy Statement 2021-2022

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Ormiston Sheffield Community Academy
Number of pupils in school	1236
Proportion (%) of Pupil Premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	David Reynolds (COG)
Pupil premium lead	D. Lloyd-Jones
Governor / Trustee lead	L Habberley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£534083.75
Recovery premium funding allocation this academic year	£80,910
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15070.30
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£630,064.05

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Pupil Premium (Disadvantaged) strategy is designed to take into account the community we serve and the barriers they face. All actions are designed to give our Disadvantaged students at least the same level of opportunities as their non-disadvantaged peers through our core drivers; Outcomes, Values and Choices.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of literacy and oracy
2	Low levels of social/emotional skills and Cultural Capital
3	Low levels of aspiration (Attendance, behaviour, careers and value of education within our community)
4	Accessing the curriculum

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

PP: Pupil Premium

Intended outcome	Success criteria
Positive outcomes for disadvantaged students inclusive of educational success and positive destinations	Performance is at least in line with the national average
Improve literacy so that students can access the curriculum	To improve the literacy (both reading and writing) through the embedding of initiatives which include: <ul style="list-style-type: none"> • The Writing Revolution • No More marking • Accelerated Reader • Rush Miskin • Academy-wide reading strategies
Improve attendance levels and reduce exclusions	Students eligible for PP will achieve, or exceed, attendance percentages in line with national average data available. Strategies implemented will reduce FTE against 2018-2019 baseline (pre-pandemic)

Intended outcome	Success criteria
Provide meaningful support for students' emotional and mental health	Students access support and student voice/questionnaire data demonstrates its positive influence. 90%+ students surveyed agree that the school supports their mental health and wellbeing
Develop opportunities for enhancing students' Cultural Capital through enrichment opportunities	Financial restraint is not a barrier to participation. An increase in students accessing enrichment opportunities with broadening of available opportunities. At least 50% of students on visits are eligible for the Pupil Premium
Utilise Recovery funding for Tutoring	Provide access to high quality tutoring to address gaps in knowledge and improve progress. Data will be used for targeted tutoring and attendance to sessions will be above 90%.
Access to Careers Education, Information, Advice and Guidance	Provide access to a high-quality careers programme to support students in their next step. NEET figures demonstrate better than local and national averages

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £114,000

Strategies include:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the Shelfield Teaching and Learning Blueprint	<p><i>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. (DfE)</i></p> <p>EEF High quality teaching</p> <ul style="list-style-type: none"> • High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom • Rosenshine's principles 	1
A comprehensive programme of CPD opportunities	<p><i>EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap</i></p> <p><i>Staff research projects to focus on academy priorities and to evaluate and share effective practice</i></p>	1,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 307,000

Strategies include:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Study Skills	<i>EEF: Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</i>	1,3
Intervention and tuition	<i>EEF: Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</i>	1,4
The Scholar’s Programme (The Brilliant Club)	<i>Over the last four years, UCAS analysed the destination data of more than 1,900 pupils who completed The Scholars Programme in Year 9, Year 10 or Year 12 between 2015 and 2018. Of this group, 67% applied, 63% received an offer and 45% progressed to a highly-selective university. (The Scholar’s Programme independent impact report)</i>	3
Targeted emotional, social and behaviour intervention	<i>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this</i>	3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 205,000

Strategies include:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of The Writing Revolution and No More Marking	<i>TWR’s method helps to alleviate this burden on working memory—or “cognitive load”—in at least three ways: 1. Writing instruction begins at the sentence level 2. Repeated practice with writing conventions 3. With longer writing, the kind of logical, linear outlines that TWR teaches students to create enable them to organise their thoughts before writing and provide them with a clear map during the writing process. Students don’t have to rely on working memory to stay on track, and avoid repetition (Evidence supporting the writing revolution)</i>	1,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Careers Adviser/Aspirations Leader in school for one-to-one personalised career's meetings throughout the academic year.	<i>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (89%) than all other pupils (96%) (DfE)</i>	3
Employment of a full-time, academy-based Attendance Officer	<i>National Average for PA which in 18-19 for FSM students for all settings was 22.8%, almost 3 times the 8.3% for non FSM (compare schools). Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.</i>	3
Subsidise residential and educational trips to expand students' experiences and develop student's cultural capital	<i>Cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than those from less privileged backgrounds, which gives them an unfair advantage in the educational system (culturallearningalliance.org)</i>	3
Mental Health Recovery curriculum introduced to deal with the aftereffects of Covid-19 lockdowns.	<i>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.(Mind.org)</i>	2

Total budgeted cost: £ 626,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teacher Assessed Grade

The academy conducted a rigorous QA procedure with the data verified at trust-level and with exam boards

Disadvantaged Students	National (Validated data, 2019)	Academy TAG 2021
Achieving 5+ in English and Maths	22.5%	24.4%
Achieving 4+ in English and Maths	45%	49.6%
Progress 8 score	-0.53	-0.11
Attainment 8 score	36.7	37.70

Destinations

Context:

National statistics data 2018/2019 for sustained destinations for the 2017-2018 cohort showed nationally disadvantaged students were less likely to have a sustained destination than all other students. 88% of disadvantaged students were recorded in a sustained destination compared with 96% of all other students.

2021 provisional academy data shows 98.3% of the Pupil Premium eligible students moved into education, apprenticeship or learning.

Y11 DISADVANTAGED DESTINATIONS	SCHOOL LEAVERS	
	NUMBERS	PERCENTAGE
Post 16 – Existing School	26	21.8%
Post 16 – Other School	4	3.4%
Post 16 – Further Education	84	70.6%
Total Continued Learning in Full Time Education	114	95.7%
Apprenticeship	1	0.8%
Study programme	2	1.7%
Total Continued Learning in the Labour Market	3	2.5%
NEET	0	0
Not known	2	1.6%
Total Not in Learning	0	0
Grand Total	119	
Movement into Education, Apprenticeship or Learning	117	98.3 %
<i>Note: Accurate as of 6/09/2021</i>		

Lockdown/Distance Learning Support

During lockdown (Jan-Mar), 1651 scheduled phone calls were made to students eligible for the Pupil Premium and 69 home visits were made. Discussions included engagement to Distance Learning and removing barriers to engagement. 307 laptops were processed with all students eligible for the Pupil Premium given access to a device as a priority.

REMOTE LEARNING SCORE	Disadvantaged											
	Year 7		Year 8		Year 9		Year 10		Year 11		Whole School	
	No	%	No	%	No	%	No	%	No	%	No	%
Total	135		108		128		125		119		615	
Engagement	131	97%	108	100%	118	92%	122	98%	107	90%	586	95%

Food Parcels and Vouchers

The academy processed 1,110 vouchers and 57 food parcels to support our students who were eligible for Free School Meals.

Post-Lockdown

All students eligible for Pupil Premium received basic stationery to aid their return to the academy

Literacy Support

Providing reading books for all Pupil Premium students to develop their literacy and reading for pleasure.