

Pupil premium strategy statement

School overview

Metric	Data
School name	Packmoor Ormiston Academy
Pupils in school	467
Proportion of disadvantaged pupils	14% (64 pupils)
Pupil premium allocation this academic year	£83,980
Academic year or years covered by statement	2019-2022
Publish date	1 February 2020
Review date	1 November 2020
Statement authorised by	Mrs S May
Pupil premium lead	Mr A Moran
Governor lead	Mr I Macbeth

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5.14
Writing	-1.51
Maths	-1.05

Disadvantaged pupil performance overview for last academic year

Measure	Score
KS1	
Meeting Expected standard in reading	86% (NAT - 62%)
Meeting Expected standard in writing	71% (NAT - 55%)
Meeting Expected standard in maths	86% (NAT - 63%)
KS2	
Meeting Expected standard in combined	14% (NAT - 51%)
Meeting Expected standard in reading	14% (NAT - 62%)
Meeting Expected standard in writing	43% (NAT - 68%)
Meeting Expected standard in maths	43% (NAT - 67%)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Accelerate progress of disadvantaged pupils through a mastery approach to the curriculum, enabling the gap between pupils eligible for Pupil Premium and all others is reduced in all areas of the curriculum across all year groups.
Priority 2	Further improve the quality of provision and teaching to ensure that staff are equipped to rapidly address any underachievement. Interventions and activities which specifically target individual needs have measurable impact on learning.
Priority 3	Pupils and families with low attendance / high persistence absentee levels are supported and challenged, in order to achieve the national average.
Priority 4	To support vulnerable families and pupils with educational, social, emotional or specific health needs. Working with parents and pupils to provide educational and pastoral support and guidance has positive social and wellbeing outcomes, including raising self-esteem, promoting confidence and increased motivation and attainment.
Priority 5	Ensure all pupils' life experiences are extended by actively encouraging participation in a range of enrichment activities such as trips, booster classes and other extra-curricular activities.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions to effectively close gaps in learning. Complex family structures influencing a number of potential barriers e.g. differing parenting styles on split sites, estranged close family members, parental disengagement, socio-economic disadvantage. Attendance and punctuality issues Safeguarding and welfare issues
Projected spending	£83,980

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading Reduce gap between disadvantaged and non- disadvantaged to be equal to or below that of national average -16. (Target 2020 to match this -16) 80% of cohort to meet expected standard (National 2019 – 73%)	Sept 21

	67% of PP pupils to meet expected standard (National 2019 – 62%)	
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) Reduce gap between disadvantaged and non- disadvantaged to be equal to or below that of national average -15 (Target 2020 -25)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0) Reduce gap between disadvantaged and non- disadvantaged to be equal to or below that of national average -17 (Target 2020 -27)	Sept 21
Phonics	Achieve above national average expected standard in PSC	Sept 20
Other	Increase attendance of disadvantaged pupils to 96% from 93%	Sept 20

Measure	Activity
Priority 1	Whole school focus on improving reading attainment throughout the academy. English Lead to research best value approaches, initiate staff CPD and monitor impact on pupil's attainment through lesson observations, book trawls and assessment data.
Priority 2	Accelerate progress of disadvantaged pupils through a mastery approach to the curriculum, so that the gap between pupils eligible for Pupil Premium and all others is reduced in all areas of the curriculum across all year groups.
Priority 3	Provide booster support for Y6 pupils delivered by academy and secondary academy teachers. To ensure all pupils are given every opportunity to reach their potential. Impact on teaching through a CPD programme of KS2 teachers observing booster sessions to develop their own teaching skills.
Priority 4	Metacognition and Self-regulated Learning. To build upon the mastery approach and building resilience through encouraging a metacognition and self-regulated learning which will have a positive impact on attainment and progress.
Barriers to learning these priorities address	Ensuring wider reading and providing catch up across the curriculum. Learning retention preventing prior attainment being sustained through Key Stage 2. Specific needs in literacy and numeracy including SEN. Lack of resilience to face challenges of the curriculum.
Projected spending	£18820.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	Phonics Catch up. 60% of PP pupils in KS1 pass phonic screening.
Priority 2	Targeted support for vulnerable pupils to ensure they achieve GLD in EYFS.
Priority 3	KS2 boosting Y6 in reading, writing and Maths. This is in addition to Pixl therapy groups delivered by TAs. Closing gaps in learning to enable pupils to achieve expected outcomes at end of KS2.
Priority 4	Working with Parents to Support Children's Learning, through a revision of the Home Learning Policy and Parent Workshops. To positively develop parental engagement in order to contribute to pupil performance and therefore overall school improvement.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions to effectively close gaps in learning. Specific needs in literacy and numeracy including SEN. Complex family structures influencing a number of potential barriers e.g. differing parenting styles on split sites, estranged close family members, parental disengagement, socio-economic disadvantage.
Projected spending	£52455.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance support for pupils and families led by HSLW. To maintain reduction in PP Persistent absence. Increase attendance of PP pupils from 93% to 96%. To build upon reduction of PA from 21% to 13% last year to maintain a level in line or below national for this group (15%).
Priority 2	Targeted support for vulnerable pupils and families. Parents and pupils are well supported and signposted to relevant help and support.
Priority 3	Subsidising extra-curricular activities and visits Uniform Grants. Extend pupils' life experiences. Raising self-esteem, promoting confidence and increasing motivation. Develop pupils' behaviours, social skills, attitudes to learning, knowledge and skills.
Barriers to learning these priorities address	Complex family structures influencing a number of potential barriers e.g. differing parenting styles on split sites, estranged close family members, parental disengagement, socio-economic disadvantage. Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£12,675

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and CPD to ensure staff are provided with relevant high quality training.
Targeted support	Ensuring enough time for school English-lead to research and introduce new initiatives for whole school development of reading strategies.	SLT non-contact time timetable reviewed to ensure appropriate time is given to all senior leads developing the administration of the curriculum.
Wider strategies	Engaging the families facing most challenges	Workshops, open door policy and working closely with LA support services.

Review: last year's aims and outcomes

Aim	Outcome
<p>To ensure all pupils both expected and higher are given every opportunity to reach their potential.</p> <p>Closing gaps in learning to enable pupils to achieve expected outcomes at end of KS2. Projected figures show significant closure of gaps up to the end of LKS2.</p>	<p>Impact from these interventions can be measured through 100% of pupils targeted reaching the expected standard in both subjects. The number of targeted pupils needs to now be increased to have a greater impact on overall figures.</p> <p>KS1 results show excellent impact for targeting of vulnerable pupils with positive gaps between non and disadvantaged pupils in all areas. However KS2 there was a significant difference between national attainment of disadvantaged pupils and school data in all areas. In school difference between disadvantaged and non-disadvantaged also shows gaps in all areas. This is to be addressed this year through strategies outlined above.</p>
Phonics Catch up.	83% of disadvantaged pupils achieved a pass which was above the projected target of 75%.
Key marginal pupils to be targeted and make sufficient progress to reach expected target.	Pixl Therapies were targeted at borderline expected pupils who required extra intervention to meet this expectation. Interventions were more successful in maths than in reading and this effected both reading and combined attainment. A whole school focus on reading this year is designed to have a positive impact on reading results.
To reduce PP Persistent absence.	Successful strategies saw a reduction of PA from 21% to 13%. We now aim to maintain this level to keep it in line with or below national for this group (15%).