

## PUPIL PREMIUM 2019-2020

**REVIEW AND IMPACT OF 2019/20:** In 2019/20 Ormiston Chadwick Academy received Pupil Premium funding of £327,225. Our spending strategy was as follows:

<b>Strategy:</b>	<b>Cost</b>
<b>1. Teaching:</b>	
<b>2 additional Maths teachers</b>	£90,687
<b>Ark Mastery in English</b>	£4,800
<b>Graduate Teaching Assistants in English and Maths</b>	£41,688
<b>2. Targeted Academic Support:</b>	
<b>Alternative provision (Harmonise and Everton Academy)</b>	£49,648
<b>Leader of alternative provision</b>	£2,250
<b>PP intervention equivalent to 1 teacher's timetable</b>	£29,740
<b>1:1 Careers Interview</b>	£4,400
<b>Innovation fund (bidding fund for departments to target and raise the attainment of PP students)</b>	£31,000
<b>Saturday Academy and Holiday Study</b>	£3,675
<b>3. Wider Strategies:</b>	
<b>Attendance Officer</b>	£24,686
<b>C Zone for vulnerable students</b>	£25,244
<b>Free or subsidised uniform</b>	£2,205
<b>Free Student Breakfast</b>	£7,500
<b>Edulink (identification software)</b>	£2,000
<b>Free music tuition and instruments</b>	£9,579
<b>Free or subsidised school trips</b>	£1,700
<b>Enrichment</b>	£1,000
<b>TOTAL</b>	

YEAR	MALE	FEMALE	TOTAL
7	UNKNOWN	UNKNOWN	UNKNOWN
8	39	48	44%
9	39	50	48%
10	45	35	52%
11	36	37	55%
<b>OVERALL TOTAL</b>	159	170	(329) 50%

As it can be seen, in 2019-2020, 50% of the entire cohort were entitled to pupil premium funding; this is a 2% increase on previous years.

Raising Achievement and attainment.

The cohort of 2020 were the students who did not complete their external examinations due to covid; their final grades were awarded based on both sets of mock data, teacher assessments and the government's algorithm.

The PP cohort achieved a positive P8 score of 0.27, however there was an in school gap in the attainment of PP students in English of -0.39 compared to non PP achieving 0.64 (and a decrease from 2019 of 0.66) and in maths PP students received a score of 0.38 compared to non PP achieving 1.08, however this was an increase of 0.5 compared to 2018.

Disadvantaged Student Performance Breakdown

	GCSE 2017	GCSE 2018	GCSE 2019	GCSE 2020	DIFF FROM 2019
<b>COHORT</b>	59	55	63	72	11
<b>PROGRESS 8:</b>	0.70	0.61	0.39	0.27	-0.12
<b>ATTAINMENT 8</b>	45.7	45.6	42.4	43.7	+1.3

Disadvantaged OCA students vs OCA cohort vs OCA non-Disadvantaged

GCSE 2019	Dis	OCA ALL 2019	DI	OCA non-Dis	DIFF	GCSE 2020	Dis	OCA ALL 2020	OCA non-Dis
<b>PROGRESS 8</b>	0.41	0.56	-0.17	0.75	-0.34	PROGRESS 8	0.27	0.67	1.17
<b>ATTAINMENT 8</b>	42.3	47.2	-5.0	52.3	-10.0	ATTAINMENT 8	43.7	48.91	55.56
<b>BASICS</b>	46.0%	60.2%	-14.2	75.0%	-29.0	BASICS	60.8%	68.9%	79.3%

<b>EBACC</b>	3.0 4	3.54 -0.5	4.1 2.2	<b>EBACC</b>	3.4 7	3.96 -0.49	4.59 -1.22
<b>ENGLISH P8</b>	- 0.1 1	0.02 -0.13	0.16 -0.27	<b>ENGLISH P8</b>	- 0.3 9	0.07 -0.32	0.64 -0.25
<b>MATHS P8</b>	- 0.0 9	0.06 -0.15	0.23 -0.32	<b>MATHS P8</b>	0.3 8	0.69 -0.31	1.08 -0.7
<b>EBACC P8</b>	- 0.0 6	0.18 -0.12	0.46 -0.53	<b>EBACC P8</b>	0.1 8	0.60 -0.42	1.13 -0.95
<b>OPEN P8</b>	1.5 0	1.6 -0.1	1.79 -0.29	<b>OPEN P8</b>	0.7 3	1.13 -0.4	1.61 -0.88

#### Disadvantaged OCA Students vs National vs National Disadvantaged

<b>GCSE 2019</b>	<b>DIS</b>	<b>NATIONAL</b>	<b>NATIONAL DIS</b>	<b>GCSE 2020</b>	<b>DIS</b>	<b>NATIONAL</b>	<b>NATIONAL DIS</b>
<b>PROGRESS 8</b>	0.41	0.41	0.28	0.67	0.27	0.30	0.14
<b>ATTAINMENT 8</b>	42.3	46.3	50.1	49.91	43.70	46.7	50.3
<b>BASICS</b>	46.0%	64.2%	71.9%	68.9%	60.8%	64.6%	71.8
<b>EBACC</b>	-0.06	-0.03	0.21	3.96	3.47	0.21	0.04
<b>ENGLISH P8</b>	-0.39	-0.07	0.22	-0.07	-0.39	-0.35	-0.50
<b>MATHS P8</b>	0.09	-0.07	0.21	0.69	0.38	0.40	0.27
<b>EBACC P8</b>	-0.06	-0.03	0.21	0.60	0.18	0.21	0.04
<b>OPEN P8</b>	1.50	1.61	1.45	1.13	0.73	0.77	0.61

Whilst there are several areas across these results that show gaps have widened in areas across the results, the gaps between Disadvantaged and non-Disadvantaged students between these two cohorts has remained relatively constant across each of the areas measured.

Again, the GCSE 2020 Disadvantaged students have continued to make good progress, and obtained a significantly positive Progress 8 score (0.27) above the national average for Dis students.

Providing additional support and intervention for the most vulnerable students

The impact of PP spending has provided additional maths teachers has enabled smaller class sizes in Year 7-11 and has staffed intervention sessions before, during and after school for PP students in Year 11. The graduate teaching assistants in English and maths have been integral to the attainment gap closing between PP and non-PP students; particularly in Year 11, as their focus has been on in-class support, 1:1 tuition out of lessons and additional intervention before and after school.

Saturday Academy has been well attended by PP students in 2019-20 prior to lockdown. Subjects were allocated PP money to run sessions based on the number of PP students that were taught in that subject; particularly relevant to option subjects. Middle Leaders ensured sessions were provided for students to improve their attainment particularly in relation to coursework deadlines and mock exam preparation.

The innovation fund has been spent by Middle Leaders in many innovative ways compared to previous years:

1. Innovation Fund - This is tricky as we have had almost no bids for anything for PP before we closed down. There is a PP budget and that has used £5,460 but there may be bits such as revision guides etc in individual department budgets. I spoke with Jen about this and we are not sure how this has been processed. You could probably safely add about another £3,000 on to the above figure, but realistically nothing has been spent since the end of February.
2. Free Student Breakfasts - As near as we can be sure there were about 7,500 free breakfasts and they can spend up to £1. So allow £7,500 against that budget.
3. Enrichment - Nothing has gone through the enrichment budget for the whole year but there are odd bits in the educational supplies budget for games and art products but they come to around £1,000.

Science continued to use Tassomai, an online resource that helps students to prepare for their GCSE by prioritising the content that students are struggling with. Science, Maths and ML purchased revision guides for all PP students.

Free music tuition was available to all pupils before the March lockdown; in addition, additional art packs were bought to support PP pupils with their coursework.

The Dis HA's were a focus group that met regularly at form time to monitor ongoing progress and raise any areas of concern. Various activities were provided to increase motivation and raise aspirations for this group.

All PP pupils were equipped with an Independent Study Folder consisting of plastic wallets, postcards, highlighters and other revision materials; they met regularly with their academic mentees and used the ISF to aid revision and exam preparation.

This funding has also enabled PP students to be subsidised on educational trips and visits to Universities to raise student aspirations on subject specific HE courses; in addition, two pupil premium pupils had their ski trip subsidised.

At KS3 the SEND department purchased programmes that analysed data for the SEND students that monitored and tracked progress to identify gaps and areas for intervention. They also worked with PP students through a Toe to Toe reading programme every day of the week for Year 7.

Some KS4 PP students attend alternative provision; which currently is located in Liverpool. As well as funding the provision, which on average costs £65/ day, PP students were also supported in terms of paying for taxis, train and bus passes. PP spending ensures that students who attend AP are guaranteed to work experience placements, receive information, advice and guidance in respect to careers and post 16 provision as well as supported in seeking college places.

### **Improving attendance**

PP spending has enabled the Attendance Team to be expanded by another member of staff in recent months. This additional member of staff is responsible for making home visits on a daily basis to support students whose absence is due to long term illness, post-operative convalescence, those with social, emotional issues or other complex issues which prevent them from coming in to school. Free breakfast was also available to all pupils prior to the March lockdown.

### **Raising aspirations**

All Y11 PP students received a 1:1 guidance interview with a member of SLT plus an additional interview with Careers Connect who joined OCA with a Service Level Agreement in January 2019. Some students needed further interviews and support leading up to college applications and mop interviews with the college were arranged specifically for identified PP students.

A bespoke programme of college and other training providers offering and presenting opportunities to Year 11 students, ensured the PP cohort were fully aware of their options. College taster days and apprenticeship awareness assemblies were implemented to provide a smooth transition to Post 16.

### **Evaluation of PP spending in 2018/19**

Successful strategies employed this year as a result of PP allocated funding include additional teachers in maths which has enabled small classes and 1:1 intervention. Extra resources for PP students, such as revision guides in all three core subjects has supported revision. Saturday Academy in 2018/19 was tailored so that Middle Leaders were responsible for spending an allocation of PP funding for Saturday Academy sessions. This resulted in a more focused approach to selecting the most appropriate timings for these sessions as well as raising the attainment of PP students.

Areas for consideration for PP funding in 2020/2021

- See allocation on the [2020-21](#) page link
- Ensure all departments produce an action plan as part of their Department Development plan that specifically looks at how PP students will be targeted and identify any spending to be utilised and how.
- Ensure missed opportunities due to covid are recovered next year.
- Review the roles and responsibilities of the attendance team support to further reduce PP absence rates.