

PUPIL PREMIUM SPEND PLAN & RATIONALE 2020-2021

Numbers of Pupil Premium eligible students 20/21:

(Note: the Pupil Premium figures are not issued for the new cohort until April 2021 and therefore are **not** included in the overall percentage)

Year Group	Male	Female	Total	Total %
7	Unknown	Unknown	Unknown	Unknown
8	42	35	77	38%
9	38	48	81	41%
10	38	49	87	47%
11	44	37	81	55%
Overall Total	162	169	326	45%

PROJECTIONS FOR 2020/21:

In 2020/21 Ormiston Chadwick Academy will receive Pupil Premium funding of £324,370. Our current spending strategy for 2020/21 is as follows:

Strategy:	Cost
1. Teaching:	
2 additional Maths teachers	£90,687
Graduate Teaching Assistants in English and Maths	£41,688
2. Targeted Academic Support:	
Alternative provision (Harmonise and Everton Academy)	£49,648
Leader of alternative provision	£2,250
PP intervention equivalent to 1 teacher's timetable	£29,740
1:1 Careers Interview	£4,400
Innovation fund (bidding fund for departments to target and raise the attainment of PP students)	£5,000
Saturday Academy and Holiday Study	£8,000
3. Wider Strategies:	
Attendance Officer	£24,686
C Zone for vulnerable students	£25,244
Free or subsidised uniform	£2,205
PE shorts for PP pupils	£650
Free Student Breakfast/Break Snack	£10,000
EduLink (identification software)	£2,000
Free music tuition and instruments	£12,818
Free or subsidised school trips	£3,500
Free scientific calculator for every KS4 PP pupil	£1,680
Enrichment	£8,000
Independent Study Folder resources – Year 11	£1,800
TOTAL	£323,996

Rationale for Spending Strategy:

Teaching:

Barrier: Students enter the Academy with depressed levels of literacy and numeracy. This is increasing year on year.

As a result, the Academy has taken the decision to focus a large percentage of the funding on Maths and English, providing dedicated PP intervention within and beyond the timetable. It must be noted that the Recovery Fund, (see appendix) has a large proportion of the spend dedicated to the purchase of books for reading in Morning Enrichment.

Targeted Academic Support:

Barrier: Some of our PP students require additional support or an alternative curriculum to meet their needs.

Alternative provision provides some students with an alternative to exclusion and allows them to access more external support agencies to help them develop the skills needed to re-enter mainstream education at the academy. The timetable has been costed and constructed so that many teachers have additional periods where they can provide flexibility for students that need to be re-timetabled to ensure their curriculum is fit for purpose and they are still getting an excellent entitlement if they come out of a subject. The employment of a member of staff who has specific periods dedicated to work with students that are at risk of exclusion (most of whom are identified as PP), aids the intervention package put into place.

Barrier: Many of our PP students have low aspirations and have not had anyone in the family attend University so do not have the same level of knowledge at home to draw from when considering future options.

There is a comprehensive and concise Careers Programme We ensure that all our Year 11 PP students have 1:1 careers advice with an impartial Careers adviser through the SLA with Careers Connect. All PP students in Years 9 and 10 are given the opportunity to attend a University with a day visit to experience workshops and tours of local Liverpool universities. There is a parent pack that is individualised and sent out to all parents informing them of Careers, Apprenticeship and Labour Market Information. This includes an opportunity for parents to attend a University trip with talks given on accessibility, finance etc to break down potential barriers. Work experience is personalised to each student in Year 10 and we ensure this is matched to their academic ability.

Barrier: Students often struggle to achieve outcomes due to a lack of resources and opportunities to study and prepare in the correct way for important exams.

Additional study opportunities at weekends and in holiday time enable those KS4 PP students who need extra intervention to access all subjects and enables gaps to be closed more rapidly. Our innovation fund enables all subjects to access extra funding for PP students for use in a variety of ways whether it be buying their revision guides or for an innovative idea based on the pedagogical research undertaken they wish to trial. All departments have a bespoke action plan as part of their development plan indicating how they will utilise PP

funding to break down barriers and support these students. PP funding has ensured that Year 11 PP pupils are equipped with the materials they need to revise out of school time.

Wider Strategies:

Barrier: The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.

A dedicated attendance team focus on first day of absence phone calls and visits for PP students. Free breakfasts ensure that all PP students have had a meal at the start of the day to help aid focus and concentration. A revised attendance and punctuality strategy includes the use of rewards to ensure the motivation is available for students that have barriers which limits their attendance.

Barrier: Our PP students may not have had the same access to a wide range of enrichment activities as non-PP. As an academy we firmly believe that access to enrichment is vital for all students’ social, moral, spiritual and cultural development.

Allocating funding to this means that no PP student is at a disadvantage due to the cost of a trip and can still access all the opportunities that the academy provides. All students are entitled to various activities as part of the enrichment timetable and supported with access to engage in these when the current situation allows.

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.

REVIEW AND IMPACT OF 2020/21: In 2020/21 Ormiston Chadwick Academy received Pupil Premium funding of £324,370. (£33,

Our spending strategy was as follows:

STRATEGY	COST
TEACHING:	
Two additional maths teachers.	£90,687
Graduate teaching assistants in English and maths.	£41,688
Tutoring	£1,521.00
TARGETTED ACADEMIC SUPORT:	
Alternative provision (Harmonize and Everton)	£49,688
Leader of Alternative provision	£22,250
PP intervention equivalent to one teacher’s timetable.	£29,740
1:1 career’s interview.	£4,400
Saturday academy and holiday sessions.	£8,000
Innovation fund. (bidding fund for departments to target the attainment of PP students)	£5,000
Purchase of iPads	£520.65
WIDER STRATEGIES:	
Attendance officer	£24, 686
C zone for vulnerable students	£25, 244
Free or subsidised uniform	£2,205
PE kit	£650

Free break time snack (would have been breakfast pre-covid)	£1,8371
EduLink (engagement and management software supporting parents, staff and students)	£2,000
Scientific calculators	£1,680
Enrichment	£900
Independent study folder resources for year 11	£1,800

RATIONALE AND EVALUATION OF SPENDING STRATEGY

TEACHING:

BARRIER: Students enter the academy with depressed levels of literacy and numeracy.

As a result of the above barrier, we took the decision to focus a large percentage of the funding on maths and English, providing dedicated PP intervention within and beyond the timetable. The Recovery Fund had a large proportion of the spend dedicated to the purchase of books and other reading initiatives. The impact of the PP spending provided additional maths teachers to enable smaller class sizes as well as staffing intervention sessions before, during and after school interventions. The graduate teaching assistants were integral to closing the attainment gap between PP and non-PP students as their focus had been on in-class support, and 1:1 tuition.

TARGETTED ACADEMIC SUPPORT:

BARRIER: Some of our PP students require additional support or an alternative curriculum to meet their needs.

Alternative provision provided some students with an alternative to exclusion and allowed them to access more external support agencies to help them re-enter mainstream education. As well as funding the provision, students were also supported in terms of paying for taxis, trains and bus passes. The timetable was also costed and constructed so that many teachers had additional periods where they could provide flexibility for students that need to be re-timetabled to ensure the curriculum is fit for purpose and they still receive an excellent entitlement if they come out of a subject. The employment of a member of staff who has specific periods dedicated to work with students who are at risk of exclusion, most of whom are PP, aids the intervention package put in place.

BARRIER: Many of our PP students have low aspirations and have not had anyone in the family attend university so do not have the same level of knowledge at home to draw form when considering future options.

We put in place a comprehensive and concise career's programme to ensure that all PP students had 1:1 career's advice with an impartial career's advisor through the SLA with Career's Connect. Though in-person university visits did not happen last year, remote visits were made available to students and all parents received an individualised career's pack, informing them of careers, apprenticeships, and labour market information.

BARRIER: Students often struggle to achieve outcomes due to a lack of resources and opportunities to study and prepare in the correct way for exams.

Additional study opportunities at weekends and in the holidays enabled those KS4 PP students to access all subjects and enabled gaps to be closed more rapidly. Middle leaders ensured sessions were provided by students to improve their attainment particularly in relation to coursework deadlines and mock exam preparation. Our innovation fund enabled all departments to access additional funding for PP students in a variety of ways, whether it was buying revision guides, flash cards or the marking of PP students' mock exam papers and online learning resources such as Tassomai and Everlearner. All departments wrote a bespoke action plan of how they would like to utilise PP funding to break down barriers and support these students. The funding ensured that Year 11 pupils were equipped with the materials they needed to revise out of school time.

WIDER STRATEGIES:

BARRIER: The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.

The additional member of our attendance team is responsible for making home visits on a daily basis to support students whose absence is due to a long term illness or post-operative convalescence, those with social, emotional issues or other complex needs which prevent them attending school. Free substantial snack at break time ensured that PP students ate something mid-morning in order to aid concentration. The revised attendance and punctuality included the use of rewards to ensure students were motivated.

BARRIER: Our PP students have not had the same access to a wide range of enrichment activities as non-PP.

Allocating funding to this meant that no PP student was at a disadvantage. Though trips were not able to happen, all students were able to access our enrichment programme.

DISADVANTAGED OCA STUDENT PERFORMANCE BREAKDOWN

	GCSE 2017	GCSE 2018	GCSE 2019	GCSE 2020	GCSE 2021	DIFF FROM 2020
COHORT	58	55	63	72	84	+12
PROGRESS 8:	0.7	0.64	0.41	0.27	0.4	+0.13
ATTAINMENT 8	45.7	45.9	42.3	43.7	40.34	-3.36

DISADVANTAGED OCA STUDENTS Vs OCA NON-DISADVANTAGED STUDENTS AND TRENDS

GCSE 2019	Dis	OCA ALL 2019 DIFF	OCA non-Dis DIFF	GCSE 2020	Dis	OCA ALL 2020 DIFF	OCA non-Dis
PROGRESS 8	0.41	0.56 -0.17	0.75 -0.34	PROGRESS 8	0.27	0.67 -0.40	1.17 -0.9
ATTINMENT 8	42.3	47.2 -5.0	52.3 -10.0	ATTAINMENT 8	43.70	48.91 -5.21	55.56 -6.65
BASICS	46.0%	60.2% -14.2	75.0% -29.0	BASICS	60.8%	68.9% -8.1	79.3% -11.2
EBACC	3.04	3.54 -0.5	4.1 2.2	EBACC	3.47	3.96 -0.49	4.59 -1.22
ENGLISH PROGRESS 8	-0.11	0.02 -0.13	0.16 -0.27	ENGLISH PROGRESS 8	-0.39	0.07 -0.32	0.64 -0.25
MATHS PROGRESS 8	-0.09	0.06 -0.15	0.23 -0.32	MATHS PROGRESS 8	0.38	0.69 -0.31	1.08 -0.7

EBACC PROGRESS 8	-0.06	0.18 -0.12	0.46 -0.53	EBACC P8	0.18	0.60 -0.42	1.13 -0.95
OPEN PROGRESS 8	1.50	1.6 -0.1	1.79 -0.29	OPEN P8	0.73	1.13 -0.4	1.61 -0.88

GCSE 2021 DATA

GCSE 2021	Dis	OCA ALL	OCA non-Dis	DIFFERENCE
PROGRESS 8	0.4	0.71	1.61	1.21
ATTAINMENT 8	40.34	47.13	57.3	16.96
BASICS	51%	63%	81%	30%
EBACC	3.04	3.73	4.8	1.76
ENGLISH PROGRESS 8	-0.12	0.32	0.95	1.07
MATHS PROGRESS 8	0.35	0.62	1.01	0.66
EBACC PROGRESS 8	0.19	0.51	0.99	0.8
OPEN PROGRESS 8	0.97	1.22	1.59	0.62

During 2020-2021, for our Year 11s, Centre Assessed Grades were used to determine our pupils' GCSE grades. These were based on folders of evidence including the results of two series of mock examinations that were taken in strict exam conditions.

The GCSE disadvantaged cohort of 2021 students have continued to make good progress despite the growing number of overall students on roll +300 since 2017, and they have obtained a significantly positive Progress 8 score throughout despite changes to the curriculum such as no longer having a whole cohort entry in Business and Enterprise which accounted for 0.3 of the school's P8 back in 2017. 2021 was an improvement of 0.13 on 2020 results.

The progress 8 score for PP students was positive at 0.4 which is equal to the national average. The attainment 8 score of 40.34 is slightly below the national average of 46.7. The 9-5 basics for PP students was 23.9% compared to the national average of 43.2% and 9-4 basics was 51.1% compared to the national average of 64.6%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NONE	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

