

## Pupil Premium Spending Review 2019-20

### What is Pupil Premium?

Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. At Sandymoor Ormiston Academy, we have uniformly high expectations of all learners.

The Pupil Premium is a government initiative providing additional funding to schools to raise the attainment of children from disadvantaged backgrounds and close the gap between them and their peers. Nationally, statistics indicate that pupils in receipt of free school meals don't achieve as well as other pupils.

The additional funding received by the school is based upon the number of pupils eligible for free school meals at any time in the preceding six years, which the Department for Education uses as an indicator of disadvantages. Schools also receive funding for children who have been looked after, adopted children and children of service personnel. The aim of this funding is to enable schools to provide direct, appropriate support for these pupils.

The Pupil Premium rates are £935 for each eligible pupil, £1900 for those who have been looked after or adopted and £300 for children of members of the armed forces.

### How did the funding improve our pupils' life chances?

£110,367.5 was allocated for the academic year 2019/2020. This was calculated from the census that was published in January 2020. Shortly after this, in March 2020, the country went into a national lockdown. Some funds were redeployed and spent on other (non-predicted) resources for use when providing childcare for those attending school, for example, for cooking, crafts, artwork. ICT was also supplemented to use at home with regards to those without access.

### Context

**In March 2020, the country entered a National Lockdown. This had a significant effect on the whole school and education nationally.**

**The figures reported within this report are for September 2019-March 2020.**

Barriers to future attainment (for pupils eligible for PP including high ability and SEND) that were considered		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
	Quality of Teaching and Learning to support better literacy skills and improve the overall progress of disadvantaged students	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
	The attendance of disadvantaged students, including the number of disadvantaged students persistently absent	
	Mental Health and emotional resilience of our young people; especially our disadvantaged pupils	
	Desired outcomes from spend	Impact measured
	<p><b>Every subject to deliver consistent, high quality teaching in the first instance</b></p> <p>Targeted interventions ensure disadvantaged students make progress in line with other students nationally.</p> <p>Every teacher effectively uses assessment information to plan learning which fully meets the needs of all groups of disadvantaged students, including PP and SEND PP.</p>	<p><b>Progress of disadvantaged students to improve in each P8 element:</b></p> <p>Pupils in 2019-20 cohort made better progress than any other year +0.18.</p> <p>Disadvantaged pupils P8 sits at -0.45 which shows progress sits slightly below national average of -0.4 which is an improvement of +0.22 on last year</p> <ul style="list-style-type: none"><li>Improved P8 to +0.18 from -0.3 (2019) and -0.72 (2018)</li><li>Improved Basics 9-4 to 67.5% from 56%</li><li>Improved Basics 9-5 to 40.3% from 37%</li><li>Ebacc P8 +0.41</li><li>English P8 0.13</li></ul> <p>+P8 for SEND in maths 0.02 No Gap with Non-SEND SEND pupils P8 score of -0.11 is +0.68 higher than the progress made by this cohort last year</p> <ul style="list-style-type: none"><li>Disadvantaged P8 in all buckets ~-0.4</li></ul>

Year 11 Enhancement Attendance:

<i>Subject</i>	# students causing concern	#Attended enhancement	%attendance of cause for concern students	%attendance of all students
English	19	11	58	45
Maths	17	11	65	50
Science	12	3	25	32
Geography	16	9	25	21
History	13	1	8	3
Spanish	12	3	25	33
Statistics				
BTECs	15 (sport)	36	93	97
Food	13	12		
Art/ Textiles	11	11	64	69
GCSE Music				
GCSE DRAMA	1	0	0	83

Actions taken to increase attendance to enhancement sessions:

- Science sending text messages to parents to inform students must attend 24hours before the session
- Attendance of Year 11 students overall is a key action point.
- Maths contact with parents made for none attendance of enhancement sessions.
- English Parent mails sent weekly for students who don't attend and those not meeting target

Reviewed curriculum for all students

Shifted our KS3 to span 3 years to enable us to deliver a broad and balanced curriculum for as long as possible

Improvements seen in confidence of pupils with reading (pupil voice/quotes and lesson observation feedback)

Improvements in English outcomes

Improvements in the uptake of pupil leadership opportunities, for example prefects, open evening leaders, mental health ambassadors

Department reviews highlight pupils are engaging with the curriculum and the learning within the schemes.

Improve absence figures for disadvantaged students, including those persistently absent.

# Attendance 2019-2020 as of Mon 9<sup>th</sup> March 2020

## Attendance after excluding leavers (6) and case studies (12)

### Whole School Figures

	Pupils	% attendance	% sessions missed
School	460	95.4	4.6
Boys	243	95.1	4.9
Girls	217	95.7	4.3
Non PA	417	96.4	3.6
PA	43	86.0	14.0
Non Pupil Premium	322	96.2	3.8
Pupil Premium	138	93.6	6.4
Male Pupil Premium	79	93.3	6.7
Female Pupil Premium	59	94.1	5.9
LAC	3	97.4	2.6
Non FSM	364	96.0	4.0
FSM	96	93.4	6.6
No SEN	367	96.0	4.0
EHC/Statemented	13	94.7	5.3
SEN Support	80	93.0	7.0

Prior to national lockdown in March 2020 – attendance figures for all cohorts were much improved at 95.4%

- Attendance officer feeding data directly to HOY, allowing FT to strategically target causes for concern.
- Attendance officer responding to first day absence with first day absence call
- Attendance officer completing home visits on the 3rd day.

Pupil premium cohort ended on an overall 93.6%

## Attendance Analysis

### Persistent Absence Tracking 2017 - 2020

	Number of PA				PP				FSM				SEN			
	2017/18	2018/19	6/12/19	9/3/20	2017/18	2018/19	6/12/19	9/3/20	2017/18	2018/19	6/12/19	9/3/20	2017/18	2018/19	6/12/19	9/3/20
Whole School	41	27	111	57	25	19	43	29	19	15	36	21	11	11	32	24
	10.6%	6.56%	24%	11.9%	6.47%	4.6%	9.3%	6.06%	4.9%	3.65%	7.79%	4.39%	2.85%	2.67%	6.9%	5%
Year 7	2	9	18	7	3	7	4	6	3	4	6	4	0	6	9	6
Year 8	5	7	21	15	2	6	9	7	0	6	7	5	2	2	7	8
Year 9	7	2	29	14	5	1	17	8	5	0	13	6	1	2	8	3
Year 10	6	5	22	11	7	2	8	4	5	2	5	2	5	1	4	4
Year 11	21	4	21	10	8	3	5	4	6	3	5	4	3	0	4	3
KS4 Totals	27	9	43	21	15	5	13	8	11	5	10	6	8	1	8	7
	6.99%	2.18%	9.3%	4.39%	3.88%	1.2%	2.8%	1.67%	4.9%	1.2%	2.16%	1.26%	2.07%	0.2%	1.7%	1.46%

9<sup>th</sup> March figures based on cohort of 478 which includes school leavers. The whole school PA would be 12% if based on cohort of 472. This is still below the National Average of 13.9% (DfE March 2019)

### Attendance 2019-2020 as of Friday 6<sup>th</sup> December

Full cohort including leavers during the academic year.

	Pupils	% attendance	% sessions missed
School	471	92.9	7.1
Boys	245	92.5	7.5
Girls	226	93.3	6.7
Non PA	360	96.3	3.7
PA	111	81.7	18.3
Non Pupil Premium	328	93.9	6.1
Pupil Premium	143	90.4	9.6
Male Pupil Premium	82	89.3	10.7
Female Pupil Premium	61	92.0	8.0
LAC	3	95.7	4.3
Non FSM	373	93.8	6.3
FSM	98	89.6	10.4
No SEN	377	93.6	6.4
EHC/Statemented	11	93.2	6.8
SEN Support	83	89.8	10.2

### Attendance 2019-2020 as of Mon 9<sup>th</sup> March 2020

Full cohort including leavers during the academic year.

	Pupils	% attendance	% sessions missed
School	478	94.5	5.5
Boys	249	94.3	5.7
Girls	229	94.6	5.4
Non PA	421	96.4	3.6
PA	57	79.6	20.4
Non Pupil Premium	335	95.4	4.6
Pupil Premium	143	92.4	7.6
Male Pupil Premium	82	91.4	8.6
Female Pupil Premium	61	93.7	6.3
LAC	3	97.4	2.6
Non FSM	377	95.3	4.7
FSM	101	91.6	8.4
No SEN	382	95.1	4.9
EHC/Statemented	14	87.5	12.5
SEN Support	82	92.7	7.3

#### ARC Impact (Academic Resilience Centre)

- Consistent number of vulnerable students (**27**) accessing the ARC as a form of early intervention. The table below illustrates the breakdown of students who have been accessing the ARC since September 2019.

ARC Cohort Context – February 2020 – 27 students

	Males		Females		Cohort	
	Total number	%	Total number	%	Total number	%
Gender split	22	75.86	5	18.51	27	100
FSM	15	55.55	2	7.4	17	62.96
PP	14	51.85	1	3.7	15	55.55
SEND	15	55.55	1	3.7	16	59.25
FSM SEND	10	37.03	1	3.7	11	40.74
CIC	0	0	0	0	0	0
CP	1	3.7	1	3.7	2	7.4
CIN	1	3.7	0	0	1	3.7
HA	1	3.7	0	0	1	3.7
HA and Disadvantaged	0	0	0	0	0	0
MA	5	18.51	3	11.11	8	29.62
LA	15	55.55	2	7.4	17	62.96
Traveller Child	1	3.7	0	0	1	3.7
EAL	1	3.7	0	0	1	3.7

- The ARC has been a key driver in our reported **59% reduction in fixed period exclusions** from 2018-2019 when compared to 2017-2018. Fixed period exclusions are down a further **8.5%** when compared to this period last year.
- ARC breakfast club uptake:** 88.88% males, 11.11% female, 100% SEND, 66.66% FSM, 55.55% Pupil Premium, 55.55% FSM and Pupil Premium, 11.11% Previous CIC, 11.11% CP, 11.11% Traveller Child. 66.66% of Breakfast Club attendees previously routinely late and now 100% of attendees are on time or early.
- Tutors for English and Maths sessions for Year 11 are well established for ARC students (weekly exam question results show improving progress).
- Revenue raised for school through students attending ARC from OCA = £1500
- ARC students access arrangements testing prioritised and individual arrangements are planned for examinations for ARC and vulnerable students.
- Management of volunteer TA student – (June 2020)
- Visits from leaders from other schools in Academy Trust and local authority have been productive in supporting the vision in other establishments
- Successful reintegration of two students from a PRU.

#### Educational Visits for ARC students

- Manchester Police Museum – January 2020
- Liverpool Museum – December 2019
- Beeston Castle – October 2019
- College visits – KR, WB
- Veolia – March 2020
- Al Rahma Masjid – Summer 2020
- Daresbury Church – Summer 2020

	<p><b>Mental Health and emotional resilience of our young people; especially our disadvantaged pupils need to improve</b></p>	<p>There are high levels of respect between staff and students, and this is reflected in large numbers of students attending extracurricular clubs, both at lunchtime and after school (year 11 intervention sessions).</p> <p>Student leadership played a prominent role prior to lockdown and through the #iwill project with Anju Virdee (OAT) (evidence 1.1). Through the #iwill project we have developed student leadership at KS3, appointing KS3 prefects who contribute to school events, support lunchtime duties and link with our commitment to improving the environment in the local community. For example, litter picking and social action.</p> <p>Students are tolerant of different cultures and backgrounds. Homophobic or racist language, or peer on peer abuse is not tolerated in any form. There were minimal referrals of this type recorded. Students are clear about how they can report or log concerns. From a recent student survey over 90% of students indicated that they are clear regarding where and how to report concerns (evidence 1.2). When incidents of this type do occur, they are dealt with swiftly. (evident 1.3).</p> <p>Weekly sessions expose all pupils to a broad range of local, national and international agendas, examples include, Black History Month, Language and Culture appreciation week, Relationships, The Holocaust and British Values. Student voice is used to measure increased awareness of such themes; for example, this month pupils have voiced that they now have a better understanding of the difference between British Black History and Black American History. (evidence 1.4).</p> <p>Personal development was enhanced through the introduction of RS (Religious Studies) and life skills to our curriculum. Our commitment to enrichment and cultural opportunities provides all pupils with ‘the best of what has been thought and said’ throughout our rich curriculum plans. Drop-down days dedicated to more prominent agendas such as climate change, drop the knife; live your life and loan shark week (Evidence 1.5) allowed for a more intense focus on specific community issues affecting our pupils and their families.</p> <p>Example of weekly form time activities.</p> <table border="1"> <tr> <td>28<sup>th</sup> Sept</td><td>           Friendship - “Good friends are like stars” How to be a good friend            Additional: Launch Shoebox Full of Love Appeal         </td><td></td></tr> <tr> <td>5<sup>th</sup> Oct</td><td>           Mental Health Awareness (1)            (World Mental Health Day - 10<sup>th</sup> October)         </td><td></td></tr> <tr> <td>12<sup>th</sup> Oct</td><td>           Black History Month. #BlackLivesMatter            Additional: National Hate Crime Awareness Week         </td><td></td></tr> <tr> <td>19<sup>th</sup> Oct</td><td>           “Life is like a firework” – risk taking behaviour and firework safety            Additional: Wear it pink Friday 23<sup>rd</sup> for breast cancer awareness.         </td><td></td></tr> <tr> <td></td><td>HALF TERM</td><td></td></tr> <tr> <td>9<sup>th</sup> Nov</td><td>           National MATHS Week – programme of activities from maths dept            Remembrance – “Lest we forget”         </td><td></td></tr> </table>	28 <sup>th</sup> Sept	Friendship - “Good friends are like stars” How to be a good friend Additional: Launch Shoebox Full of Love Appeal		5 <sup>th</sup> Oct	Mental Health Awareness (1) (World Mental Health Day - 10 <sup>th</sup> October)		12 <sup>th</sup> Oct	Black History Month. #BlackLivesMatter Additional: National Hate Crime Awareness Week		19 <sup>th</sup> Oct	“Life is like a firework” – risk taking behaviour and firework safety Additional: Wear it pink Friday 23 <sup>rd</sup> for breast cancer awareness.			HALF TERM		9 <sup>th</sup> Nov	National MATHS Week – programme of activities from maths dept Remembrance – “Lest we forget”	
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Sandymoor Champion status continues to be a badge of honour that pupils wear with pride. In this year the criteria have been altered to consider remote learning engagement alongside our pre-existing criteria. It is hugely popular with 53 students in year 7 earning a 'champion' star. Of these, 29 were gold. Across all year groups 183 students have earned their 'Sandymoor Champion' status of which 108 were gold.

The Duke of Edinburgh Project, disrupted due to school closure, is now being coordinated through OAT's #iwill strategy. The number currently participating is 46 but our intention this year is to include the full year 9 cohort. We are expanding our offer to include the Silver DOE.

- Queensberry AP led criminal exploitation workshops with 30 students from year 8 & 9 on the 6th of March. A survey was completed before and after the workshop which demonstrate clear impact. The results below show average scores out of 10. Scores in orange are from before the session and green are scores taken after the sessions.
  - How well do you understand the term 'criminal exploitation' 2.7/9.5
  - How aware are you of the signs of being groomed 5.0/9.
  - How aware are you of the risks associated with carrying a knife 7.3/9.7
  - How well do you understand the laws around knife crime and drug crime 6.8/9.3
  - How well do you understand the link between non-school engagement and criminal behaviours 3.5/9.2
  - How well do you understand the impacts of criminal behaviours on family relationships 5.4/9.5
  - On a scale of 1-10 how interesting was the workshop 9.7
- Livvy K professional performance on 4<sup>th</sup> March raised awareness for all students in years 7 – 10 about Mental Health, drugs, peer pressure and bullying. Some examples of responses from a student survey include:
  - *"She made me realise how important it is to learn about mental health"*
  - *"...that if you are going through similar experiences it will end up getting better"*
  - *"That anyone can be who they want to be and not what others want to see"*
- Well-being / mental health pupil ambassador training was scheduled to take place in April. Well-being ambassadors will signpost students to support such as school DSL, Kooth, Postive Future Coach. It is a peer-to-peer support service that will hopefully engage some students who may not feel comfortable initially speaking to an adult.
- We have increased from four to six qualified Mental Health First Aiders



