Sandymoor Ormiston Academy Pupil Premium Statement 2020-21

The government allocated a specific Pupil Premium grant to every school, to provide financial support for:

	Premium per pupil
Disadvantaged pupi	
Pupils in Years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children:	
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence	£300

** Children who have been in local-authority care for one day or more also attract pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

The funding is there to help us to address the current underlying inequalities between children eligible for FSM and their wealthier peers. We have the flexibility and freedom to use the PP to best effect, but in doing so we must ensure that the funding reaches the pupils who need it most

These children are not unseen in our Academy and our staff have good knowledge and high expectations of every child. All staff are tasked with ensuring the PP students in their lessons are learning and are making progress. We have a responsibility to ensure that PP students have everything they need to access their learning and to make as much progress as non-PP students.

The belief that every child regardless of background, culture, social deprivation, or any other potential barrier should be given every chance to succeed is at the heart of how we use the Pupil Premium grant at Sandymoor Ormiston Academy

Our mission

Inspiring excellence together:-
'Our mission is simply to make a difference both inside and outside the classroom'

As a united **family** together we embark on an exciting voyage of discovery into a somewhat unchartered future. We are proud to be developing the next generation of trail blazers who have a firm belief that, for them, anything is possible; that their dreams are within reach. Pupils who are proud to be **curious and creative** and find new ways of achieving their potential with the confidence and self-belief to fly!

We lead by example and live out this desire to 'inspire excellence together' by facing our fears to become stronger and wiser through **resilience** and **determination**. We look after each other and work to make our **community** a better place to live; whilst promoting an awareness of wider world issues.

Success to us is not only measured in academic outcomes; we value the wider, **enrichment** experience which educates the whole child, giving our pupils improved life chances. We endeavour to actively remove barriers from youngsters lives as best as we can to transform their future.

To us, **education** is a pursuit of the mind and to this end we encourage our school community to **read,** to learn, to challenge and to debate in a place where everyone has a **voice** that is recognised as we work together to become greater.

We take **pride** in being the school that every child wants to remain a part of, even after they have graduated; the school that has become more than a school; a **family;** a place of safety and warmth that remains in the hearts of our community throughout their life.

What is the plan?

Strategic, targeted support / intervention which enables all pupils, regardless of financial disadvantage, to be able to:

- Reach their full attainment and progress and close attainment gaps relative to school averages
- Have full access to our curriculum
- Access our extra-curricular provision
- Raise aspirations

1. Summary information: According to DfE the National Average for Pupil Premium is just over 28% and our current figure stands at 30% for the current Year 7 - 11 cohort (149 pupils out of 485).

School	Sandymoor Ormiston Academy				
Academic Year	2020-21	Total PP budget	£120,000	Date of most recent PP Review	
Total number of pupils	485	Number of pupils eligible for PP	149	Date for next internal review of this strategy	
% Boys	16.9%	% Girls	13.8%	% Whole School SEND National Average K 10.5% EHCP 1.7%	12.6%

	Total number of pupils	Number of PP	Number of PP Boys	Number of PP Girls	Number of PP/SEND
Year 7	95	22	9	13	5 Boys 4 Girls
Year 8	120	36	22	14	1 Boy 3 Girls
Year 9	100	32	20	12	7 Boys 4 Girls
Year 10	94	35	18	17	3 Boys 3 Girls
Year 11	78	24	13	11	4 Boys
TOTAL	487	149	82	67	34

2. Attainment		
	Pupils eligible for PP in cohort.	*Pupils not eligible for PP*
Un-validated Progress 8 score from 2019-20	-0.45	+0.32 (0.77 gap)
Un-validated Attainment 8 score from 2019-20	29.47	51.73 (22.26 gap)
Progress 8 score average (from 2018/19)	-0.68	-0.25 (0.40 gap)
Attainment 8 score average (from 2018/19)	37.15	47.73 (10.18 gap)
Progress 8 score average (from 2017/18)	-1.32	-0.32 (1.00 gap)
Attainment 8 score average (from 2017/18)	25.69	43.06 (17.37 gap)

NFER (National Foundation for Educational Research) has identified the following as the most effective strategies to raise PP attainment:
Whole school ethos of *attainment for all*
Addressing behaviour and attendance
High quality teaching for all
Meeting individual needs
Deploying staff effectively
Data driven and responding to evidence
Clear, responsive leadership
The planned activities and the intended impact for 2020-21 take these into account. An estimated cost has been applied to each activity. The total cost of activities exceeds the grant, but this reflects the Academy's culture. We have been allocated £120,000 for the academic year 2020-21. This has been calculated from the census that was published in October 2020 which indicates Sandymoor had 149 pupils eligible for pupil premium funding.

A.	Whole school ethos of attainment and high quality teaching of our Confident Curriculum
B.	Improving the reading age and vocabulary of all pupils (including disadvantaged pupils)
C.	Use data effectively to ensure we meet individual needs
D.	Improve absence figures for disadvantaged students, including those persistently absent.
E.	Mental health, self-esteem and emotional resilience of our young people; especially our disadvantaged pupils

	Desired outcomes	Success criteria **Impact reports available through Progress Board 6 times per year**
A.	**Whole school ethos of attainment and high quality teaching of our Confident Curriculum** **All pupils are given the self-belief to fly!** Mixed ability groups in all KS3 classes with teachers 'teaching to the top' All year 7 cohort given Canopy target to encourage self -belief Every subject to deliver consistent, high quality teaching in the first instance. Peripatetic music sessions available for all pupils who wish to attend. High ability learners are given the opportunities to thrive beyond the curriculum	Consistently good quality Teaching and Learning across Departments as measured in internal QA processes (PRIDE Teacher's Charter, RAP meetings and Progress Reviews, internal data scrutiny) **Impact Statement 1 & 5** Effective CPD throughout the year to improve teachers' skills and secure improvements in students' outcomes measured by target 1 on PM. This is to include more opportunities for teachers to share good practice and develop their teaching skills to be regular and meaningful. **Impact Statement 5** Improvements in outcomes to be measured in both internal and external data analysis. Headline measures at KS4 to show that differences are diminishing at each Progress Review point during the year. **Impact Statement 1** Headline measures at KS4 to show that differences are diminishing at each Progress Review point during the year. Disadvantaged students attain in-line with other students nationally. Key indicators of success will be Attainment 8 scores, Progress 8 residuals, % of cohort achieving the Basics (strong and standard). Disadvantaged students, who have special educational needs or a disability, make expected progress when measured nationally. The difference between high prior attaining disadvantaged students and other high prior attaining students to be diminishing in all subjects at each Progress Review. A range of accessible qualifications (including vocational) and resources are available to all PP pupils to ensure that they have all of the necessary materials and equipment to achieve well. All PP receive free revision guides. Period 6 support – extended day according to students needs Our curriculum is brimming with opportunities to explore and promote the engagement and stimulate spiritual, moral and cultural development Morning Intervention offers directed and targeted support for students closer to the exams. Period 0 sessions support children who have other responsibility after school. Offers more personal 1:1 attention and support which will include vulnerable students, so they reach full potential
		Total allocated
B.	**Improving the reading age and vocabulary of all pupils (including disadvantaged pupils)** **Reading for betterment strategy**	**Impact Statement 2** Encourage reading at school and at home. Ensure that all pupils have access to reading materials and resources so PP pupils are not disadvantaged and continue to

make good levels of progress. To support parents with helping their child to read better at home and break the cycle.

To improve student well-being and in certain cases progress and attendance

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

Improvements in English outcomes

Improvements in NGRT reading results will highlight improved reading ages across the year

Varied and topical events for all students to encourage young people to read e.g. Harry Potter evening and Superheroes evening

Improvements in uptake of pupil leadership opportunities

Pupils engage with Sandymoor Scoop (newspaper)

Pupils engage with iwill projects across the year, for example War Poetry presentations for local British Legion branch

Pupils engage with oracy projects across the year, for example OAT competitions

Total allocated

C.	Use data effectively to ensure we meet individual needs (including disadvantaged and higher ability)

Group	2016/2017 P8	2017/2018 P8	2018/2019 P8	2019-20 P8 Un validated
Cohort #	21	67	70	77 (72 with KS2 data)
Disadvantaged Nat Average -0.45	NA	-1.3 (25)	-0.65 (17)	-0.45
Non-Dis	NA	-0.31	-0.25	+0.32
Gap	NA	-0.99	-0.4	-0.77
SEND	-1.49 (8)	-1.2 (20)	-0.77 (12)	-0.11 (9)
Non- SEND	-0.9	-0.52	-0.34	+0.22
Gap	-0.59	-0.68	-0.43	-0.33

Impact Statement 1

Robust and reliable assessment data is gathered through moderation processes and unseen mock exam papers. 10% uplift added

Senior Leaders to effectively staff to account for the performance of all pupils, including disadvantaged students during line management meetings and RAP processes.

Staff conduct weekly retrieval tasks to gather evidence of progress

Staff conduct weekly exam questions for KS4 students and hold weekly intervention sessions (period 6) to ensure rapid gains.

Middle Leaders develop, maintain and use question level tracking systems to pin-point underperformance of disadvantaged students and intervene quickly.

Intervention Mentor / Higher Needs Staff offer bespoke packages for students experiencing difficulties behaviourally and emotionally, providing support such as with anger management, emotional literacy and Lego therapy to help students access full-time education

The Academic Resilience Centre provides a safe and nurturing environment to support the most vulnerable to attend and succeed.

Total allocated

D.	**Improve absence figures for disadvantaged students, including those that are persistently absent.**				**Impact Statement 3**

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

2017/18 attendance data….and this years

	Target 18/19	17/18	National 16/17
Overall attendance Y7-11	97%	95.28%	94.8%
Persistent Absence (PA)	7%	12.8%	12.8%
Pupil Premium attendance Y7-11	95%	92.73%	
FSM attendance Y7-11	95%	90.80%	
SEND attendance Y7-11	95%	93.64%	

"The second common element was a clear strategy relating to behaviour and attendance, incorporating strong pastoral care in the form of social and emotional support and a quick response to non-attendance, as well as working closely with families." NFER Nov 2015

Impact Statement 3
Attendance of disadvantaged students to be above the national figure for other students in 2019-20, evidenced by weekly data reviews and individual action plans implemented and monitored each week in HOY and SLT meetings.
All disadvantaged students to be at a suitable destination post 16 with none being NEET.
The Academic Resilience Centre provides a safe and nurturing environment to support the most vulnerable to attend and succeed.
Staff trained in Mental Health first aid
Student 'Wellbeing Ambassadors' programme
Students feel well supported – pupil voice
Parent surgery used to support families in dealing with mental health issues of young people
Mini bus pick-ups and early morning calls
Supportive meetings to build positive relationships with families and school, including uniform, equipment support to increase motivation to achieve and be successful and avoid students being penalised due to family income.

Total allocated

E.	**Mental health, self-esteem and emotional resilience of our young people; especially our disadvantaged pupils**	**Impact Statement 4**

Impact Statement 4
10 Sandymoor Pledges over 5 years ensures each pupil is afforded all opportunities for a rich and cultured experienced to assist with transition to further study and life choices
LCR Careers Hub and Careers Mark 2020
Attitudes to Learning are positive
Sandymoor Champions demonstrate outstanding attitudes to learning
Sandymoor Graduates demonstrate PRIDE in their work
Pupil leadership opportunities demonstrate pupils are afforded the opportunities to build confidence and self-esteem
A thriving enrichment offer allows all children to participate in activities they may never get the opportunity to. This includes staff support for the Duke of Edinburgh award.
Enrichment offer is thriving and well attended (Evolve Clubs report)

		Rewards offer is outstanding to increase pupil's motivation for success and improved levels of achievement to include a wide range of rewards to appeal to PP students. #Hello Yellow celebrated Oct 2020 in recognition of Mental Health Awareness Children In Need raffle for those more disadvantaged pupils. Peri Music engagement figures remain high – confident students perform in whole school / year group assemblies Safeguarding CPOMS filled in with interventions to improve wellbeing of pupils To build confidence and resilience and to have an alternative experience – away from the classroom, we have yearly trip to Menai for year 7 to encourage team building and yearly trip to PGL to encourage KS4 pupils to revise effectively and team build Extended Transition programme ensures our new year 6 students feel settled and part of the academy before the summer holidays & to eliminate a dip in performance due to transition anxieties. Breakfast for students in the canteen from 8:00. Any vulnerable student, who we are concerned about to be provided with a lunch. This is to ensure that vulnerable students start the day on a decent breakfast, thus improving focus in lessons. *Shoe Box Full Of Love* project (in support of the local homeless shelter). Christmas hampers & gifts for the most disadvantaged families in our community – delivered to their door
		Total allocated
		Total expenditure