

Pupil Premium Spending Review 2022-23

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?

£177,300 was allocated for the academic year 2022-23. This was calculated from the census that was published in January 2023.

Context

Pupil absence relating to Covid-19 and subsequent anxiety and mental health has led to an increased concern with regard to emotional based school avoidance for 2022-23.

Barriers to future attainment (for pupils eligible for PP including high ability and SEND) that were considered																																													
In-school barriers (issues to be addressed in school, such as poor literacy skills)																																													
	Quality of Teaching and Learning to support better literacy skills and improve the overall progress of disadvantaged students																																												
External barriers (issues which also require action outside school, such as low attendance rates)																																													
	The attendance of disadvantaged students, including the number of disadvantaged students persistently absent / EBSA																																												
	Mental Health and emotional resilience of our young people; especially our disadvantaged pupils – with particular regard to the impact of social media																																												
	Desired outcomes from spend	Impact measured																																											
A, B & C	<p>Deliver consistent, high quality teaching in the first instance</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>Progress of disadvantaged students to improve in each P8 element:</p> <p>Pupils in 2022-23 cohort made similar progress in examinations to the last cohort in 2021-22</p> <p>Improved overall P8 score from -0.38 (2022) to -0.41</p> <p>9-4 basics remained in-line to 61.4% from 61%</p> <p>9-5 basics stand at 38.6% from 44%</p> <p>Improved P8 and basics for disadvantaged pupils. P8 has improved from -0.54 in 2022 to -0.46. 4+ has risen from 37.5% to 37.9% and 5+ has increased from 19% to 24%</p> <p>Decline in P8 for SEND but improvement in basics for SEND pupils. P8 has dropped from -0.54 to -0.98. 4+ has risen from 37.5% to 37.9% and 5+ has increased from 19% to 24% Improved basics for disadvantaged pupils. 4+ has risen from 31.3% to 37.5% and 5+ has risen from 6.3% to 21.9% from 2019 to 2022</p>																																											
	<table><tr><td></td><td>Overall P8</td><td>Dis P8</td><td>SEND P8</td></tr><tr><td>All 2019</td><td>-0.30</td><td>-0.67</td><td>-0.78</td></tr><tr><td>All 2022</td><td>-0.38</td><td>-0.49</td><td>-0.54</td></tr><tr><td>All 2023</td><td>-0.41</td><td>-0.46</td><td>-0.98</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Maths 2019</td><td>-0.53</td><td>-0.96</td><td>-0.84</td></tr><tr><td>Maths 2022</td><td>-0.24</td><td>-0.56</td><td>-0.71</td></tr><tr><td>Maths 2023</td><td>-0.33</td><td>-0.22</td><td>-0.43</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>English 2019</td><td>-0.11</td><td>-0.31</td><td>-0.97</td></tr><tr><td>English 2022</td><td>-0.32</td><td>-0.41</td><td>-0.51</td></tr></table>		Overall P8	Dis P8	SEND P8	All 2019	-0.30	-0.67	-0.78	All 2022	-0.38	-0.49	-0.54	All 2023	-0.41	-0.46	-0.98					Maths 2019	-0.53	-0.96	-0.84	Maths 2022	-0.24	-0.56	-0.71	Maths 2023	-0.33	-0.22	-0.43					English 2019	-0.11	-0.31	-0.97	English 2022	-0.32	-0.41	-0.51
	Overall P8	Dis P8	SEND P8																																										
All 2019	-0.30	-0.67	-0.78																																										
All 2022	-0.38	-0.49	-0.54																																										
All 2023	-0.41	-0.46	-0.98																																										
Maths 2019	-0.53	-0.96	-0.84																																										
Maths 2022	-0.24	-0.56	-0.71																																										
Maths 2023	-0.33	-0.22	-0.43																																										
English 2019	-0.11	-0.31	-0.97																																										
English 2022	-0.32	-0.41	-0.51																																										

English 2023	-0.38	-0.34	-0.88
EBacc 2019	-0.3	-0.7	-0.59
EBacc 2022	-0.28	-0.63	-0.20
EBacc 2023	-0.38	-0.27	0.84
Open 2019	-0.43	-0.7	-0.81
Open 2022	-0.53	-0.89	-0.70
Open 2023	-0.5	-0.76	-1.37

Improvements seen in confidence of pupils with reading including improvements in reading ages following our 'Reading for Betterment' strategy – click link for evidence of impact

SEND and disadvantaged students were supported through tutoring in English, Mathematics and Science both on a one to one and in small groups. Pupil voice indicates this support helped with their confidence and performance.

CPD for staff has been improved with the introduction of co-planning and disaggregation of planning for personal development. Adaptive teaching strategies have been shared widely and led by lead practitioners from OAT.

The benefits of this have been evidenced by:-

- The overall effectiveness of our CPD offer has improved to include more time with lead practitioners
- Edurio staff survey results found that 88% of staff (+6% OAT benchmark) felt supported to do their job effectively through their CPD
- 15% more of our staff compared to the OAT benchmark reported they felt they had good professional support through relationships

D

Rates of attendance for disadvantaged students, including those persistently absent.

(I code for Covid-19 illness/absence)

Attendance was higher than national average across all published data for academic year 2022-23 on a term by term basis ([DfE data here](#)) [DfE data](#) states that attendance in state-funded secondary schools was 88.5% on 12 May, down from 89.5% on 28 Apr.

We had 20 students classed as severely absent throughout last year – 19 of these were linked to anxiety/emotional based school avoidance and 1 was due to a diagnosed medical condition. Out of these 20 students 12 were disadvantaged.

Whole school was 91.1% (removing year 11 study leave codes). National average was 90.7%

For FSM pupils was 85.2%. National average was 88%

SEND support attendance was 88.7%. National average was 88.9%

SEND E attendance was 81.1%. National average was 86.6%

		<p>PA figures as of July 2023 was 33.2%. For disadvantaged students, PA = 41% (year 2021-22 was 50%) and SEND = 42.5%</p> <p>*National average from DfE reports are only available for primary schools as equivalent figures for state-funded secondary schools are affected by some schools offering different provision for year 11-13 students and are therefore not summarised here. According to the DfE</p> <p>Any pupil with attendance of concern has a case-study to show evidence of impact of strategies and underlying barriers to attending school. 4 EHCP students that had low attendance for various reasons were in year 11 and 1 non-attender in year 10 has significant medical needs and is being supported through the LA.</p>
E	<p>Mental Health and emotional resilience of our young people; especially our disadvantaged pupils</p> <p>Improve the offer of enrichment to all students, especially disadvantaged students.</p>	<p>An additional day of counselling provided support for students who struggled with emotional and social difficulties. This enabled us to maintain higher than average attendance (compared with national average and the trust).</p> <p>Fixed term exclusions have spiked this year although have dropped throughout the year. 19 exclusions in term 1 to 13 in term 3</p> <p>There were four permanent exclusions in 2022-23 (0.6%) (2 x SEND and 2 non-SEND)</p> <p>We increased the number of qualified Mental Health First Aiders to increase capacity through Halton's training scheme.</p> <p>15 staff trained in Brook Traffic Light program to address changes to KCSIE 2022 (HSB).</p> <ul style="list-style-type: none"> ▪ 422 students completed the OAT SG survey, 93% of students stated they felt safe. 93% of non-binary students stated that they felt safe. ▪ 90% of students stated they knew who to speak to regarding HSB. <p>54 members of staff completed the OAT SG survey, 90% of staff stated that the academy actively supports staff in maintaining their own emotional health and wellbeing.</p> <p>Student leadership/enrichment played a prominent role through the year and we have worked hard to develop the types of clubs/visits/awards to engage the most disadvantaged students, for example:</p> <ul style="list-style-type: none"> • Duke of Edinburgh – 54% of year 9 (59) and 57% of year 10 achieved their bronze award and 10 year 10 (8%) and 33 year 11 (33%) went on to complete their silver award. • Reading for betterment strategy got more students reading for pleasure, as well as improving reading ages <p>Literacy interventions yielded significant impact e.g IDL and Lexonik across 2022-23</p> <p>Year 7 IDL – average 11.5-month improvement in reading age (July data)</p> <p>Year 7 Lexonik 31 month/ 29-month improvements in reading ages by cohort.</p> <p>Year 8 IDL – average 20-month improvement in reading age</p>

Year 8 Lexonik – average 21-month improvement in reading age.
 Year 8 IDL – average 14-month improvement in reading age
 Year 9 Lexonik – average 34.5/ 62 month gain in reading age by cohort.
 Year 10 IDL – average 16-months improvement in reading age
 Year 10 Lexonik – Average 65-month improvement in reading age.

- 29% of PP students achieved their Murray Award in year 8
- Engaged with other OAT schools/competitions such as OAT Sports Cup & Ormiston's Got Talent

Trips and Visits				
Name	Date	Attendees (Male)	Attendees (Female)	Attendees (Total) (SEND)
Year 7 - Awesome Walls	09/09/2022	31	39	80 (14%)
Year 8 - Awesome Walls	16/09/2022	22	11	33 (6%)
Silver Duke of Edinburgh Expedition - Final Re-Integration Support - Awesome Walls	22/09/2022	18	9	27 (7%)
#WeWill	07/10/2022	3	1	4 (25%)
Shakespeare North tree planting Sandymoor	19/10/2022	45	51	96 (13%)
Year 11 Spanish Work Experience in Cadiz	29/11/2022	2	2	4 (25%)
Go Further Access to STEM Event	14/12/2022	5	2	7 (0%)
OAT Spelling Bee Regional Final	16/12/2022	4	4	8 (0%)
Madrid Trip	09/01/2023	6	0	6 (0%)
Aprica Ski Trip	31/03/2023	14	10	24 (8%)
Madrid Trip 2	20/04/2023			

Autumn Term 2022-23 OAT									30
Academy	No of clubs	No of club categories covered out of 25	No of students on roll	No of students attended a club	% whole school	No of FSM	No of PP		88
North	Bolingbrook	102	14	1010	54%	239	258	103	
	Chadwick	42	11	952	74%	292	332	85	
	Horizon	21	11	1056	30%	111	129	19	
	Ilkestone	36	10	962	42%	135	unknown	40	
	Meridian	22	11	1051	38%	194	176	166	
	Maritime	19	8	640	67%	204	219	31	
	Sandymoor	42	12	601	59%	72	92	unknown	
	Sir Stanley	43	11	1159	59%	217	283	182	
	South Park	12	6	570	36%	unknown	98	161	

Figures show no students left us as NEET or with no destination, however, we are still awaiting the confirmation of placements taken up to clarify current position.

Students evidence they are tolerant of different cultures and backgrounds. Homophobic and racist language is not accepted within our family is not tolerated. Minimal referrals of this type were 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. When incidents of this type do occur, they are dealt with swiftly.

Weekly sessions expose all pupils to a broad range of local, national and international agendas, examples include, Language and Culture appreciation week, The Holocaust and British Values. Student voice measured an increased awareness, for example, pupils have voiced that they now have a better understanding of the difference between British Black History and Black American History.

		<p>Our commitment to enrichment and cultural opportunities ensures all pupils have access to an ambitious curriculum. Days/weeks dedicated to local agendas such as drop the knife; live your life and loan shark week allowed for a more intense focus on specific community issues affecting our pupils and their families, for example, ‘Around midnight’ engaged with some of our most vulnerable with making decisions in terms of county lines and gang culture</p> <p>Specific sessions for KS4 classes have supported exam preparation and growth mind set, for example through Positively MAD</p> <p>Preparing students for success in terms of items of uniform, equipment, revision packs and food/drinks whenever appropriate, as well as providing family hampers for families in need.</p>
--	--	--