

# Ormiston Six Villages Academy

## Reflection on Deployment of Pupil Premium Grant & Catch Up Fund – September 2017



This document outlines where the PPG and Catch Up Funding were deployed during 2016-2017, how effective the interventions were considered and how this will shape and influence the provision during 2017-2018

### Pupil Premium Grant

Strand	Actions	Amount Spent	Impact	RAG	Keep strategy for 2017-2018
<p>Leadership and Management</p> <p>Was a strand of the PPG funding to ensure that PP permeated all aspects of the academy work.</p>	<p>All HoD have visited other centres focusing on excellence.</p> <p>VP visited 2 schools with a focus on PP outcomes and strategy.</p> <p>VP liaised with other local schools in similar context to share practice and initiative.</p> <p>Principal has identified PP as a key strand in SEF and AIP.</p> <p>HoDs/DoLs have identified PP as key strand of DIPs</p> <p>All Year 11 PP students were allocated a staff mentor.</p> <p>Learning, Progress and Attainment Action Plan meetings have taken place with families for students in Year 9 and 10 for those students with a cumulative score of -3 or more in P2 tracking.</p> <p>VP visited 4 Ormiston Academies with excellent provision for PP students to gather best practice to inform future developments at Six Villages.</p> <p>Independently commissioned PP review in March 2017, noted significant improvements since the</p>	£5000	<p>PP now forms an integral part of the Academy leaders Department Improvement Plans as evidenced by sampling.</p> <p>Academy leaders, at all levels, can clearly articulate the critical importance of supporting our most vulnerable students as evidenced in the March 2017 PP Review.</p> <p>PP forms a key part of department, pastoral and SLT meeting agenda.</p> <p>Furthermore, all teaching staff can clearly identify PP students in their classes as evidenced through seating plans and targeted planning.</p> <p>This is a significant improvement from January 2016.</p>		<p>Yes, but not as discrete strand.</p> <p>New academy leaders in both pastoral and curriculum setting</p> <p>It is anticipated that less funding will be required, however the new Inclusion Lead will be provided with time to visit other centres to focus on the SEND K / PP crossover focus on the 2017-2018 plan.</p> <p>25% of PP students are also SEND K.</p> <p>New academy leaders in post for English, Science, MFL will be offered the opportunity to visit other centres of excellence to identify best practice.</p>

	previous review, conducted by the same head teacher the previous academic year.				
<p>Attendance and PA</p> <p>A critical strand of the plan in 2016-2017. As identified by inspection dashboard attendance was low historically for key groups, esp. PP.</p>	<p>Training and adaptations to the work of the Attendance Officer.</p> <p>CPD, training and development for Attendance Officer.</p> <p>Attendance rewards i.e. challenge cards, rewards trips, pizza parties.</p> <p>Use of PPG to fund taxis to support low income families with transport to school i.e. after medical appointments or in the event of school refusal.</p> <p>Increased volume of home visits, parental liaison.</p>	£10500	<p>PP attendance improved from 2015-2016 by 0.3%.</p> <p>This figure was 93.4% when not included those PP students not medically fit for full time education or emotional school avoiders.</p> <p>PP PA fell during 2016-2017 to around NA in January 2017</p> <p>Year 7 PP attendance % = 94.7%</p> <p>Year 8 PP attendance % = 93.8%</p>		<p>Yes.</p> <p>However rather than spending such significant amounts on public transport, 2 Attendance Champions will be appointed to conduct home visit and become a more visible presence in the community.</p> <p>This process will commence in Sept 2017.</p>
<p>Behaviour, Behaviour for Learning and Emotional Support</p>	<p>34 PP students regularly see the school counsellor for guidance and emotional support.</p> <p>Funds also deployed to train the school counsellor to become a DSL, to ensure the safeguarding aspect of this role were fully catered for.</p> <p>PP students involved in various behaviour and outreach programmes such as Challenge U, Equine Therapy, Firebreak.</p> <p>Targeted cohort of Year 9 and 10 PP students involved in a weeks sailing experience in Isle of Wight.</p> <p>New Vibe course focusing in self-esteem and anger management ran during the autumn term.</p>	£14500	<p>Further reduction in the rate of PP FTE from previous year, which was below the NA.</p> <p>Significant reduction in referrals to the Supervised Learning Centre for PP students, particularly in Year 9 and 10, following targeted work in early spring term.</p> <p>Positive feedback from many PP student families via progress meetings held with DoL and RNE.</p> <p>Positive feedback through annual student survey from PP students who reported that they felt their behaviour</p>		<p>Yes – Sutton Trust has identified that small group, focused behaviour interventions in recent research can have significant impact.</p> <p>School counsellor qualified as DSL in July 2017.</p> <p>This will be develop further in 2017-2018 through the appointment of 1/2 skilled pastoral workers who will focus on targeted interventions for our most vulnerable</p>

			had improved throughout 2016-2017.		students i.e. anxiety, emotional wellbeing.
Parental Engagement	<p>Increased communication with PP families by tutors, DOLS and SLT staff to secure early engagement with Six Villages.</p> <p>Audit if PP students ICT needs i.e. do you have internet access? Do you have access to lap top?</p> <p>Feel Good Friday postcards implemented to increase volume of good news arriving with PP families.</p> <p>During 2016-2017, academy leaders continually referred to the “personal touch” to reach out and go above any beyond for our most vulnerable students and families by:</p> <ul style="list-style-type: none"> <li>- Regular phone calls from DoLs to maintain contact</li> <li>- Increased volume of meetings with PP families to listen to their concerns.</li> <li>- Providing public transport to and from school when required.</li> </ul> <p>Increased contact with all Year 11 PP families to secure attendance at Period 6 lessons focusing on exam preparation.</p>	<p>£8500 budgeted however £7250 not spent following audit of PP students’ ICT needs.</p> <p>Money re-allocated to interventions.</p>	<p>28/29 PP families attended the first Year 11 Induction Evening in Sept 2016. The previous Parents’ Evening, only 6/28 families attended.</p> <p>100% of targeted PP families attended the parent/teacher maths workshop in April 2017.</p> <p>24/28 Year 8 PP families attended Parents’ Evening</p> <p>18/19 Year 7 PP families attended Parents’ Evening</p> <p>Increased attendance at Year 10 Parents’ Evening.</p> <p>Increased attendance of PP families at monthly Parents’ Forums.</p> <p>Positive parental feedback, one parent reported, “everything has changed for (name) this year. He knows he’s got to get it right”</p>		<p>Yes, but not as discrete strand.</p> <p>Work to continue as part of AIP strand, School of Choice and embedded in DIPS for all DoLs.</p> <p>Funding will be allocated to support with IT needs if required.</p> <p>A critical focus will be the engagement of Year 10 PP families this year.</p>
Student Aspiration and Enrichment	<ul style="list-style-type: none"> <li>- All Year 10 and 11 PP students received 1:1 careers interview with qualified member of staff. This also involved, where appropriate a family member attending to support, Formal written report shared with the</li> </ul>	£16000	100% of PP students attended British Museum trip in October 2016.	Year 9 into 10 students to be targeted to increase	Yes, however this will form part of the Careers and Character Development Strand during 2017-2018.

	<ul style="list-style-type: none"> <li>family.</li> <li>- PP students at risk of becoming NEET had x 2 meetings each with qualified external advisor.</li> <li>- All Year 7 PP students received a musical instrument and tuition.</li> <li>- Funds deployed to support PP students access all enrichment and trip opportunities</li> </ul>		<p>94% of PP students attended Oxford University trip in July 2017.</p> <p>As evidenced in annual student survey PP uptake of trips, enrichment activities and those involved in academy leadership positions increased throughout 2016-2017.</p> <p>28/29 Year 11 PP students have moved on to EET in 2017. We are maintaining contact with careers of 1 students (BW)</p>	uptake in all forms of enrichment.	
High Impact Interventions (paired with Literacy and Numeracy)	Full time maths intervention teacher appointed to focus on PP students in Year	£71000 £2250	<p>48% of Year 11 PP students achieved 4+ (this was 27.6% at P1)</p> <p>31% of PP students achieved 5+ 9 (17.2% at P1)</p> <p>This showed significant growth from November and March mocks, as well as from the starting point at the end of Year 10 (2015-2016)</p>	Moderate Impact	For 2017-2018, rather than using an external intervention teacher, intervention lessons will be taught by existing teaching staff.
2017-2018, this will form 1 strand, rather than 2.					
	4 PP students received 3 additional periods of maths tuition with maths teacher, due to being under timetabled. This took place for the duration of the school year		<p>All students(6/6) involved in this programme achieved 4+.</p> <p>4/6 achieved 5+</p>	Significant impact	This strategy is to be deployed more widely this year.
	Pet Xi Maths Intervention.		<p>28 students, including many PP achieved a U during March mocks. Only 1 U in final outcomes for 1 PP student (non-attender).</p> <p>This included students PP students achieving 4s and 5s.</p>	Significant impact, for high cost.	<p>This strategy will be considered following P1 data drop.</p> <p>An internally run maths boot camp will run during October half term.</p>
	Qualified science teacher secured to run				

	interventions targeted at Year 11 PP students.		Marginal improvement in PP outcomes from 2016-2017 by around 1%.	Limited impact for short term project.	No. Following the model in maths.
	English interventions implemented through a) intervention teacher and b) deploying part time member of staff to come and in and support students.		English Basics for PP = 65% for 4+ and 34% for 5+. Significant growth from P1.		Priority to source high quality intervention teacher.

### Catch Up Funding

Strand	Actions	Amount Spent	Impact	RAG	Keep strategy for 2017-2018
Small group, intensive tuition with qualified maths specialist intervention teacher.	New intervention teacher appointed to support students eligible for catch up funding with basic numeracy and mathematics skills.	£5000	<p>59% of students are on/above target in Maths. There is a 24% increase in students progressing from on target to above target, including 1 out of the 4 PP students (0/17 to 6/17 since P1). At P3 this figure was 12/17, but this is still considered not enough.</p> <p>All students have made progress with specific skills and topics that have been highlighted as areas to develop from assessments.</p> <p>1 student out of the 6 who were below expected progress at P1 has progressed to being above target. the remaining 5 students have not yet progressed to being on target although they have made progress in specific skills and topics.</p>		No. In line with PPG strategy, interventions in maths will be run from within the department, rather than via external intervention teachers.
Small group, intensive tuition with English	Intervention teacher appointed in English to support eligible students.	£7500	Students' reading and comprehension ages have		In line with PPG, priority to source high quality

<p>intervention teacher focusing on reading and comprehension, handwriting, phonics and inference.</p>			<p>progressed by +11 months on average.</p> <p>PP students (+14 months) have progressed faster than non-PP peers (+9 months)</p> <p>Students entitled to the catch up fund are progressing at a similar rate to their peers in English. 82% on or above target compared to 85% for the non-catch up group based on P2 data.</p>		<p>intervention teacher in Sept 2017.</p>
<p>Focused reading support programme during morning registration using Accelerated Reader and reading mentors.</p>	<p>Reading buddies scheme launched.</p> <p>PP and catch up students with low RA when compared with CA targeted as a priority for intervention within lesson, as well as withdrawal.</p>	<p>£500 + £1000 for resources</p>	<p>October to June: Catch up students are closing the gap between their reading ages and chronological ages. The gap has reduced by 4 months in year 7 (from -36 months to -32 months and improved by 3 months in year 8 (-47 months to -44 months). PP students have progressed faster than their peers in both year 7 and year 8</p>		<p>This has been successful.</p> <p>More focus to be placed on this during 2017-2018.</p>