



Ormiston Six Villages Academy

**Disadvantaged Pupils Strategy Impact Review
Academic Year 2019/20**

Cohort profile

The table below outlines the makeup of the Pupil Premium cohort this academic year.

Year	Cohort size	Pupil Premium		Gender		LAC	Adopted	SEND/K	S/EHCP	Prior attainment		
		#	%	M	F					LAT	MAT	HAT
7	148	33	22	15	18	0	0	27	2	TBC	TBC	TBC
8	107	29	27	14	15	1	0	10	0	18	8	3
9	69	12	17	4	8	1	0	6	0	5	4	2
10	86	25	29	11	14	1	0	8	0	10	9	2
11	112	27	24	17	10	0	0	11	0	6	11	10
Total	522	126	23%	61	65	3	0	62	2	39	32	17

Barriers to future attainment

Academic barriers

A.	The disadvantaged pupils do not necessarily realise their own potential, and therefore their aspiration is lacking.
B.	Low levels of engagement with learning, shown through higher behaviour points than ND pupils.
C.	The attendance of disadvantaged pupils is less than that of other pupils in school.

Additional barriers

D.	Lack of confidence and ability to work independently
----	--

Intended Outcomes		Success Criteria
A	Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	To be seen in the outcomes of disadvantaged pupils, to improve A8 and P8 measures from 2019. Improve aspirations, particularly in year 11, so destinations are appropriate and pupils aim high. NEET figures to remain low
B	Improved behaviour of disadvantaged pupils, further closing the gap relative to other pupils in school.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), and the gap to other pupils to continue to close.
C	Improved attendance of disadvantaged pupils, further closing the gap relative to other pupils in school.	Attendance of disadvantaged pupils to improve on 2018-19 attendance, closing the gap to other pupils and aiming for 96%.
D	Improved confidence and ability to work independently and develop meta cognition	To be seen in the outcomes of disadvantaged pupils, to improve on P8. For pupils to actively engage in their own learning outside of the classroom.

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
Increase Ambition for Excellence	Improved behaviour of disadvantaged pupils, further closing the gap relative to other pupils in school. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well	Continual CPD training, close monitoring of behavioural incidents and reinforcing the Ethos of Pupils think hard, work hard and take pride in their work.	Behaviour logs of disadvantaged students remains too high and significantly above non DS.
CPD training for all staff on barriers to learning	Staff training increases the awareness of the barriers and the reasons why closing the gap is so important to educational progress.	There is a common strategy across the school in the teaching of disadvantaged pupils, using questioning, feedback, seating plans and high quality teaching throughout every year group will start to reduce gaps throughout a pupil's education.	Comprehensive CPD delivered through INSET days and regular butterfly inset training weekly.
Use appraisal target one for all teaching staff to address the outcomes of disadvantaged pupils through teaching and assessment	<p>The importance of the outcomes of disadvantaged pupils will be central to teacher's thinking and performance management.</p> <p>Disadvantaged pupils will be the first focus of all appraisal reviews.</p> <p>Disadvantaged pupils will feel valued in the classroom and will understand the work.</p>	<p>Appraisal target one set for all staff with a focus on disadvantaged pupils.</p> <p>All teachers will be able to demonstrate improved progress for disadvantaged pupils. Pupil voice for disadvantaged pupils will demonstrate they feel valued in lessons and highlight any lessons which need action.</p> <p>Final appraisal reviews will demonstrate the progress of disadvantaged pupils.</p>	Appraisal targets focussed on raising achievement.
Use subject specialist teachers in Maths and English to provide bespoke intervention for disadvantaged pupils within the school timetable.	Disadvantaged pupils will have small group tuition, tailored to their individual needs, regularly from September 2018.	<p>September: Pupils and groups identified. First small group tuition underway.</p> <p>January: Progress assessed – EOY10 Mock with Autumn PPE</p>	<p>Improvement in DS P8 figure but still significantly below non DS</p> <p>School lockdown measures allowed DS access to in school provision.</p>

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
		<p>result and groups adjusted accordingly. Progress evaluated and changes made.</p> <p>March: Progress from PPE1 to PPE2 evaluated.</p> <p>August – Progress across the year assessed through results.</p>	<p>Laptops were sourced for Year 10 DS and issued, predominantly by staff visiting the homes and making welfare checks.</p>
<p>Ensure that the books and portfolios of disadvantaged pupils demonstrate quality work and high standard.</p>	<p>Work scrutiny for disadvantaged pupils throughout the year will demonstrate improvement in the quality of work, pupils acting on feedback and clear progress by pupils.</p>	<p>October half term: Work scrutiny of disadvantaged pupils as a benchmark and key strands for progress identified.</p> <p>December: Action to address key strands identified above will have taken place.</p> <p>March 2019: A further work scrutiny will show progress.</p> <p>Summer 2019: Final work scrutiny will demonstrate progress in all areas identified in October.</p>	<p>Initial work scrutiny identified themes addressed in whole staff CPD butterfly sessions.</p>
<p>Employ dedicated teaching assistants to undertake small group and in class support for our disadvantaged pupils. These TAs will also provide access arrangements for disadvantaged pupils.</p>	<p>All underperforming disadvantaged pupils will have access to small group support.</p> <p>All SEN pupils will have access to appropriate access arrangements and time to practice using this as their usual way of working.</p>	<p>PPE1: All pupils will have been tested for access arrangements and will have these applied to the PPEs.</p> <p>By PPE2: All disadvantaged pupils will have had small group tuition and/or support.</p>	<p>Teaching Assistants employed and distributed around academy.</p> <p>Timetable to distribute resources in a variety of ways from 'check-ins' to specific one to one support.</p> <p>Access arrangements provided for formal exams.</p>
Total Budgeted Cost		£93 995	

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
<p>Prioritise the attendance of disadvantaged pupils through the focus of our attendance officer and the pastoral team. Provide a system of rewards to promote the attendance of disadvantaged pupils</p> <p>Use the minibus to collect disadvantaged pupils when they do not attend.</p>	<p>Improved attendance of disadvantaged pupils, further closing the gap relative to other pupils in school. Supporting families and ensuring pupils attend school.</p>	<p>October: TKD and SRS to create plan for disadvantaged PA pupils including incentives, strategies and individualised work where needed.</p> <p>December: Disadvantaged pupils' attendance improved compared with December 2018.</p> <p>Spring: Disadvantaged pupils' attendance gap closing. Weekly attendance meetings with DOLs SLT will ensure that attendance is a key agenda item at middle and senior leadership level.</p>	<p>Attendance profile has been raised throughout the academy and slight improvements have been made up until school lockdown.</p> <p>Targetted attendance cards at tutor, DoL and SLT level have proved successful. An increase to home visits is planned for 20/21</p>
<p>Disadvantaged pupils and their parents are invited to 'Information evenings' where teachers and professionals share strategies that will lead to improved progress.</p>	<p>Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently</p>	<p>Tracking of year group Information evenings, targeted follow up of families not attending.</p>	<p>Targetted invites to parents made, using emails and personalised phone calls.</p>
<p>Online tutoring</p>	<p>Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. 1-2-1 online tutoring is provided free of charge in English, Maths and Science</p>	<p>Dec – identify pupils requiring 1-2-1 support Jan - monitor attendance March – PPE show improvement</p>	<p>School Improvement resources from the Trust were removed and therefore online tutoring was replaced with Period 6.</p>
<p>Ensure that disadvantaged pupils are attending interventions through</p>	<p>All disadvantaged Year 11 pupils will attend at least one of: period 6 extended day,</p>	<p>September – best provision identified for all disadvantaged pupils and parents contacted.</p>	<p>Attendance of Period 6 was not successfully monitored; plans to integrate period 6 within timetable</p>

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
careful monitoring and parent contact.		<p>Oct – attendance monitored and followed up.</p> <p>Dec – Mock grades show improvement form Y10 and interventions are re-assessed.</p> <p>March – PPE grades show another improvement.</p> <p>August – results have improved for disadvantaged pupils.</p>	20/21 and therefore specific attendance can be measured.
Use subject specialist teachers in Maths and English to provide bespoke intervention for disadvantaged pupils within the school timetable.	Disadvantaged pupils will have small group tuition, tailored to their individual needs, regularly from September 2018.		Due to recruitment issues with English and Maths teachers in 19/20 this intervention was unable to run.
Purchase ingredients for disadvantaged pupils to enable them to participate fully in food and cookery practical lessons	Disadvantaged pupils will take part in Food lessons and will learn about healthy, economical eating.	Summer 2019: All KS3 disadvantaged pupils will have cooked healthy, economical meals and be able to explain these.	All ingredients were purchased and P8 for Catering was one of the highest within the academy.
Purchase recommended revision guides and other online resources for disadvantaged pupils.	Disadvantaged pupils will have the same access to resources as their non-disadvantaged peers. The attainment gap will close.	<p>October Half Term: Heads of departments have submitted text lists and texts are ordered.</p> <p>November: Texts are given out to disadvantaged pupils through one to one meetings with discussion about how to use them from mentors.</p> <p>March: Mentor meetings demonstrate use of resources.</p>	<p>Revision guides were purchased and distributed to all DS</p> <p>Lockdown impacted mentor meetings in the approach to the exam window.</p>

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
Create a database to ensure that all disadvantaged pupils are accessing interventions.	All underachieving disadvantaged pupils will access appropriate interventions.	<p>October: Creation of database.</p> <p>December: Evaluation of pupils accessing resources and parent contact made where needed to encourage this.</p> <p>March: All pupils will have access appropriate resources and this will be recorded.</p> <p>Summer Term: Database used to evaluate effectiveness of interventions provided and attendance to them.</p>	
Ensure that disadvantaged pupils are provided with basic stationary	All disadvantaged pupils will have appropriate stationary in every lesson.	<p>Autumn Term: Daily Rollcall Equipment check focus will demonstrate that all pupils are being given equipment.</p> <p>Equipment shop is open daily in reception</p> <p>Spring Term: Review behaviour logs for equipment points.</p>	<p>Roll Call enabled all students to be supported with equipment including uniform.</p> <p>Equipment and uniform in lessons are no longer an issue at the academy.</p>
Total Budgeted Cost			£4 000

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
Offer trips at a discount to disadvantaged pupils	Disadvantaged pupils will be proportionately represented on school trips.	Tracking of all trips and enrichment activities review attendance and accessibility	Due to School lockdown the majority of the trips were cancelled, however the accessibility of all trips was enabled through support.
Ensure that a range of trips which enhance the cultural capital of disadvantaged pupils take place and that disadvantaged pupils can access these trips	Trips will develop pupils in a variety of ways. Disadvantaged pupils will attend a range of different types of trips.		Trips were planned in a variety of cultural, sporting and educational activities.
Ensure that pupils who are entitled to free school meals are using this entitlement and are therefore ready to learn.	All pupils entitled to free school meals will have a nutritious lunch each day.	October Half Term: Evaluate the number of pupils using their free school meals. Nov: Intervene with pupils and families where needed.	Constant review of the menu at the canteen provides all students the ability to access nutritious food. Food voucher scheme and lunches were initiated during lockdown, the academy delivered to students via minibus and offered a variety of collection points.
Create Year 11 Study Room for independent study and allows the pupils the opportunity to complete homework.	Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	Attendance in study room tracked each session, targeted pupils invited and parental support requested. Tracking data used to target pupils most in need.	Study room created for a quiet space for all year 11 students. Attendance was low but offered a quiet study room.
Create Inclusion Room for targeted intervention of key individuals that require SEND support	Disadvantaged SEN pupils to be more supported in a calm and quiet environment.	Attendance in study room tracked each session, targeted pupils invited and parental support requested. Tracking data used to target pupils most in need.	Inclusion room created for SEND students, attendance was regularly high on a daily basis.
Fund a "late bus" so that all disadvantaged pupils can attend either the extended day in Year 11 or extra-curricular activities in Year 7 – 10.	Pupils will be able to get home for free after enrichment.	October: Attendance of disadvantaged pupils to the extended day assessed January: All disadvantaged pupils are attending either the extended	Late bus enabled students to remain for Period 6 and enrichment activities 4 days a week. Following student voice and attendance

Action	Intended outcome	Milestones	Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)
		day or one extracurricular activity per week. March: The attainment of Year 11 disadvantaged pupils will increase as a result of the extended day.	monitoring days changed from Mon-Thurs. to Tues- Fri.
Total Budgeted Cost			£12 000