

2020-2021 OSCA Pupil Premium Strategy Statement

1. Summary Information					
School	Ormiston Sandwell Community Academy				
Academic Year	2019 - 2020	Total PP budget	£350,874	Date of most recent external PP Review	1. November 2015 (presented to F&GP/LGB) 2. OFSTED May 2018
Total number of students	1050	Number of students eligible for PP	39% nearly in the Upper Quintile in RAISE	Date for next internal review of this strategy	December 2020

2. Attainment 2020 Y11 exam cohort (unvalidated – based on CAGs)		
	Students eligible for PP	Students not eligible for PP
% achieving BASICs 5+	31% (National 25%)	48% (National 50%)
% achieving 5+ English Language/English Literature	58%	63%
% achieving 5+ Maths	31%	51%
Progress 8 score average	0.14 (National -0.45)	0.54 (National 0.13)
Attainment 8 score average	44.2 (National 36.7)	51.9 (National 50.3)

3. Progress (2019–20 cohort) compared to the previous two cohorts

	2020	vs 2019		vs 2018	
PROGRESS 8	0.37	+0.33	0.04	+0.64	-0.27
DISADVANTAGED	0.14	+0.14	0.00	+0.34	-0.20
ATTAINMENT 8	48.55	+3.45	45.1	+6.15	42.4

← All students

BASICS	2020	vs 2019		vs 2018	
95 BASICS	40.6%	+11.9%	28.7%	+11.6%	29.0%
DISADVANTAGED	31.3%	+13.1%	18.2%	+8.3%	23.0%
94 BASICS	61.5%	+6.2%	55.3%	+11.5%	50.0%
DISADVANTAGED	53.8%	+9.9%	43.9%	+14.8%	39.0%

Data for the last three academic years have been included in this report. Due to the unprecedented way in which grades were issued for the 2019-20 cohort amidst the Covid-19 closure, this data set is not nationally validated or comparable with previous years. Therefore, the previous two years data allows for more valid comparison over time.

The 2019 Y11 PP cohort arrived in Y7 with a considerable academic gap on entry which equated to an estimated Attainment 8 figure of 40.9 compared to their non-disadvantaged peers of 47.9. This represents a gap of 0.7 of a grade across all the 10 qualifying subjects in Progress 8. By the end of Y11 the attainment gap had grown slightly to 0.74 of a grade. Additionally in terms of progress PP students make virtually the same progress as their non-disadvantaged peers (PP P8 +0.02 compared to non PP P8 +0.03). Note the attainment gap on entry for the 2017-2018 was 0.86 of a grade (PP Est. A8 41.1 compared to non-disadvantaged Est. A8 of 49.7).

The 2020 Y11 PP cohort arrived in Y7 with a slight academic gap on entry which equated to an estimated Attainment 8 figure of 42.8 compared to their non-disadvantaged peers of 46.5. This represents a gap of 0.37 of a grade across all the 10 qualifying subjects in Progress 8. By the end of Y11 the attainment gap had grown just slightly to 0.4 of a grade. The trend over time indicates a picture of improving progress and attainment for disadvantaged students. Whilst gaps in terms of progress between PP and non-PP had been diminishing, the results of the 2019-20 cohort show these appear to have widened. However, it should be noted that it is difficult to compare 2020 results with previous years (and to previous years national data) due to the unprecedented way in which grades were issued as a result of exams not able to take place because of Covid-19 closure.

OSCA	Overall P8			English P8			Maths P8		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
All Students	-0.26	0.03	0.37	-0.47	0.17	0.2	-0.60	-0.25	0.03
PP	-0.19	0.02	0.14	-0.49	-0.05	0.05	-0.63	-0.25	-0.25
Non PP	-0.32	0.03	0.54	-0.45	0.27	0.32	-0.57	-0.25	0.25
Internal Gap (PP v Non PP)	+0.13 PP out performed non PP	-0.01 PP students making similar progress to non PP	-0.4 PP performed less well (but based on CAGs)	-0.04 PP gap significantly diminished	-0.32	-0.27 Slight reduction of gap from previous year	-0.06 PP gap significantly diminished	0.00 PP students matching progress of non PP	-0.5 Significant gap (but based on CAGs)

Attendance

The following table indicates that compared to national figures, attendance of OSCA students exceed national (national figures published by the DfE on 26th March 2020 in 'Student Absence in Schools in England: 2018-19'). This is a reflection of the outstanding work team Pastoral/Attendance undertake on a daily basis. Note OSCA's PP students' attendance slightly exceeds the national all.

1st September 2019 – 20th March 2020 (National attendance figures based on 2017-2018)

	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attend. %	Non PP Attend. %
7	239	104	135	97	96.4	97.5
8	208	77	131	97.1	96.4	97.6
9	209	73	136	96.6	94.7	97.7
10	207	72	135	96.4	95.4	96.9
11	187	79	108	96	95.1	96.7
Total	1050	405	645	96.7	95.7	97.3

National all attendance 95.3%

National PP attendance 92.5%

National non PP attendance 95.8%

Current Attendance (from the start of term 3/9/20) Even in these exceptional circumstances, rates of attendance continue to remain high even in comparison to 2018-19 national figures with PP attendance exceeding national PP attendance. This indicates that the Pastoral/Attendance team continue to maintain the highest levels of monitoring and support, even this academic year.

Year 3/9/20 – 15/10/20	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attend. %	Non PP Attend. %
7	239	83	156	97.3	96.7	97.6
8	236	102	134	95.6	94.2	96.6
9	205	74	131	94.9	93.2	95.8

10	207	73	134	92.9	89.8	94.5
11	207	79	108	94	92.5	94.8
Total	1094	411	683	95.1	93.5	96

4. Barriers to future attainment (for students eligible for PP) – note this 2020-21 examination cohort is similar to the 2018–19 cohort with Estimated A8 score of 40.9 for PP students compared to 47.7 for their non-PP peers.

In-school barriers for the current Y11 (*issues to be addressed in school, such as poor literacy skills*)

A.	Disadvantaged students arrive from primary with a <u>legacy of underachievement</u> . Therefore for the current Y11 cohort the estimated attainment 8 difference for disadvantaged is 40.9 compared to non disadvantaged of 47.7 - a gap of 0.68 of a grade per progress 8 element.
B.	Disadvantaged students have lower levels of literacy compared to their non-disadvantaged peers.
C.	Impact of Covid-19 closure on disadvantaged students in particular in terms of engagement/coverage of exam content, potential negative impact on basic literacy and numeracy and impact on SEMH of certain disadvantaged students. Impact of a lack of engagement with remote learning during periods of potential enforced isolation, partial or full school closure.

External barriers (*issues which also require action outside school, such as low attendance rates*)

A.	Students arrive with low patterns of attendance.
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5. Desired outcomes (*desired outcomes and how they will be measured*)

5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged students will continue to diminish the gap compared to their non disadvantaged peers, in terms of progress measure P8, and attainment measures EBACC and BASICS. With a particular focus on the higher and middle ability disadvantaged students. Maintain the current trend of progress for the PP students which in recent years has easily exceeded the national P8 figure of -0.45 (2019 national PP)	Tracking via the 2 data collections in Y11. QA including QLA following mock exams, learning walks and work scrutinies, MESH and State of the Nation meetings.
B.	Attendance gap continues to diminish (note attendance of PP students already above national for PP students – but this comparison made with data generated in a “normal” year).	Weekly tracking, pastoral interventions to ensure no PP child is left behind.
C.	Behaviour points and exclusion (internal and external) gaps continue to diminish.	Weekly tracking and pastoral interventions as appropriate.

6. Planned expenditure 2020/21 (PP cohort 38%)

Academic year £368,630 (not incl. LAC funding)

The three headings below enable schools to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve outcomes for PP students in the Core	Reduced class sizes in English, Maths and Science	This approach has been successful in previous years.	Through effective timetabling, class setting, QA. Monitored via the 2 x DC collection every year.	DD + ANM + GG	Termly as part of the data analysis reports back to SLT and LGB.
Breakfast Club (when possible due to Covid-19 guidance)	Pre school support/homework Club 7.45 – 8.30 all week	Highly popular supports PP students who have little or no access to IT at home.	Monitoring of attendance	RM	Termly
Improve outcomes for PP students in subjects across the curriculum	Study support sessions, holiday programme	A proven method in previous years (see aforementioned data)	Subject and Pastoral SONs where depts./colleagues are called to account.	RM + DD + AHN + AK	Termly
Progress gaps for disadvantaged students diminish	Classroom strategies, lesson planning focused interventions	OSCA exceeded national P8 average overall but gap between non and disadvantaged should be diminished.	Through QA cycle, data collection analysis, learning walks, Y11 SON.	MS + DD + AHN	As per 2 data collections in Y11.
Total budgeted cost					£130,168

I	Staffing in Maths + Maths and English revision club	£119,368
I	Holiday revision sessions	£5,300

I Breakfast club and food support

£5,500

TOTAL **£130,168**

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the gap between the progress of disadvantaged students and non-disadvantaged students.	'Space' staff time to work with targeted students	A number of PP students have multiple vulnerabilities	Through QA cycle, data collection analysis, Y11 SON.	DD + SD + MS	As per 2 data collections in Y11.
PP students with multiple vulnerabilities (SEN/Learning/EAL/behaviours)	SEN support, BASE, Mentors, B4L, SPACE	A proven method in previous years (see aforementioned data)	Subject and Pastoral SONs where depts./colleagues are called to account.	MS + SD + ANM + GG	Termly as part of the SON programme (Y8-Y11)
Diminish the gap between the progress of disadvantaged students and non-disadvantaged students.	Mentoring via Class withdrawal etc.	As above, some of the disadvantaged students have multiple vulnerabilities.	Through QA cycle, data collection analysis, Y11 SON.	MS + SD	As per 2 data collections in Y11.
Those students with multiple vulnerabilities (incl. PP) can be supported to make improved progress.	BASE student intervention	The BASE has enabled numerous students to re-engage with the curriculum	Through QA cycle, data collection analysis, Y11 SON.	MS + SD + GG	As per 2 data collections in Y11.
Total budgeted cost					£189,000

li SEN staffing + targeted work with students £115,000

li Space staff time to work with targeted students £41,100

li BASE student Intervention £32,900

TOTAL **£189,000**

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the gap between the progress of disadvantaged students and non-disadvantaged students.	Enrichment and access to the full extended curriculum, trips, uniform, equipment, revision guides. Interventions and 'Saturday Workshops' for identified groups. Yr7 participation in Book Buzz scheme Use of AR Programme in Yr7	Motivation and engagement with the curriculum – raising aspirations.	PP students fully resourced and equipped. Attendance at study support/intervention, educational trips, etc. Analysis of data generated by AR programme.	SLT	As per 2 data collections in Y11. Revision guides for English/Maths/Science issued as and when appropriate. Scientific calculators purchased for all PP students. Tracking and rewarding attendance to after school intervention for PP students in particular. OAT West Lead Practitioners support Y11 PP in English and Science starting. Students prioritised by underachievement HAT PP students.
Continue to build the expertise of the teaching staff so that they can further develop the progress and attainment of disadvantaged students.	Attainment and progress of disadvantaged students kept high profile via 'Excellence as Standard' + bespoke CPD.	Detailed analysis of the 2020 cohort as well as current tracking of the current Y11 cohort (see below).	Through tracking and monitoring via the QA cycle, and data analysis via the 3 data collections this academic year.	AHN	As per 2 data collections in Y11. Literacy support for departmental teams ongoing to support colleagues with the rigours of the new examination specifications. PP students have lower KS2 literacy data. Development of the role of the Form Tutor with 'new' bespoke reporting procedure/format. KIT calls where and when remote learning has become necessary by identified staff.
Equitable access to the curriculum.	Enrichment activities, trips, equipment, study guides, etc.	To provide parity of opportunity, to build esteem and motivation for all PP students.	Attendance, through tracking and monitoring via the QA cycle.	RM + MS	As per 2 data collections in Y11. Brilliant Club high % of students are PP. Tracking through EVOLVE registers.
Maximise bucket scores of disadvantaged students.	Monitor and evaluation via data collections, mini	Need to continue to improve Maths and EBACC bucket scores in particular.	Focus subject areas on specific students including disadvantaged students	DD + AHN + KA	As per 2 data collections in Y11.

	SON particularly with EBACC bucket. MESH to focus on English, Maths and EBACC bucket performance.		who are 'falling behind' their peers.		Develop impact of MESH SLT/ELT/CL from all EBACC subjects meet 3 times a half term to analyse current progress and implement strategies for improvement.
Total budgeted cost					£49462
iii	subsidised transport		£2,000		
iii	revision materials and resources		£5,000		
iii	essential uniform		£4,000		
iii	Educational Trips		£25,000		
iii	Essential equipment		£4,000		
iii	Brilliant Club		£3,840		
iii	Music Lessons		£5,622		
		TOTAL	£49,462		
Total Budget £368,830					£368,830

Note: Intervention and enrichment outside of the school day and educational visits not currently able to go ahead due to Covid-19 guidance. Should this still be the case other approaches to be considered at time of December review.

7. Review of expenditure 2019/2020 (PP 39% of school cohort)				
Previous Academic Year		£350,874 (not Incl. LAC funding)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment progress	Staffing, CPD, enrichment	Improved performance of PP students P8 - +0.14 which exceeds national of - 0.45.	Continuation and refocus to maintain high profile of disadvantaged students in the academy. Allow subjects to "bid" for additional funding	£99,177

Improved teaching practice	CPD/Training Days, completion of “Ideas Exchange” modules based on Rosenshine principles	As above	Continuation and refocus on higher and middle ability PP students.	Directed time + CPD (including Training Days)
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved rates of progress, attainment and attendance	Focused support from SEN team, SPACE, pastoral team.	Attendance of PP students well above national PP attendance and better than national non PP.	Continuation and refocus on higher and middle ability PP students, and white British disadvantaged students.	£223,869
Improved aspirations for PP students	Brilliant Club Aim Higher Connexions	Highly successful in raising esteem and motivation. High uptake for “aspirational” enrichments.	Continuation of funding and scheme.	£3,840

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Increased access to the full curriculum and enrichment activities	Funding educational trips, providing equipment, resources, external mentors. Breakfast club, etc.	Improved attendance (PP v non PP) Progress and attainment of PP students continues to improve.	Increase monitoring of specific strands to evaluate where possible the most effectively strategies. Holistic approach has impacted.	£23,988
		TOTAL 2019/2020 Budget	£350,874	£350,874