

2017-2018 OSCA Pupil Premium Strategy Statement (secondary)

1. Summary information					
School	Ormiston Sandwell Community Academy				
Academic Year	2016-2017	Total PP budget	£362,956	Date of most recent PP Review	1. November 2015 (presented to F&GP/LGB) 2. External review 29/1/15
Total number of pupils	964	Number of pupils eligible for PP	41% nearly in the Upper Quintile in RAISE	Date for next internal review of this strategy	November 2017

2. Current attainment 2017 Y11 exam cohort (Unvalidated)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving BASICs 5+	31%	46%
% achieving 5+ English Language/English Literature	49%	68%
% achieving 5+ Maths	31%	54%
Progress 8 score average	-0.20	0.29
Attainment 8 score average	40.46	49.93

3. Current Attainment compared to the 2015 – 2016 cohort (note not directly comparably as English/Maths now based on 9-1)

OSCA	Overall P8		English P8		Maths P8	
	2016	2017	2016	2017	2016	2017
All Pupils	0.05	0.07	0.04	-0.14	-0.02	-0.15
PP Pupils	-0.14	-0.20	-0.11	-0.36	-0.18	-0.54
Non PP Pupils	0.15	0.29	0.12	0.04	0.06	0.18
Internal Gap	0.29	0.49	0.23	0.40	0.24	0.72
Gap compared to other national (national data not published as yet)						

The 2017 Y11 PP cohort arrived in Y7 with a considerable academic gap. They had an estimated Attainment 8 figure of 41.94 compared to their non disadvantaged peers of 48.10. This represents a gap of 6.16, nearly 2/3rds of a grade across all the 10 qualifying subjects in Progress 8. Two of the lowest performing disadvantaged students were educated via alternate provision in Y10/11, due to the myriad of challenges they faced outside of the academy. A further 5 - were 'outliers' - in the bottom 8 performing students in terms of Progress 8. These 5 were 'hard to place students' and often hard to reach despite many pastoral/academic interventions.

Attendance

The following table indicates that compared to national figures, attendance of OSCA students exceed national (national figures published in the 2016 Validated RAISE). This is a reflection of the outstanding work team Pastoral/Attendance undertake on a daily basis.

7th September 2016 – 21st July 2017

Year	NOR	PP Cohort	Non PP Cohort	Overall Attendance %	PP Attendance %	Non PP Attendance %
7	211	88	127	97.8	97.3	98.3
8	202	108	105	97.7	97.3	97.9
9	201	87	121	96.7	95.6	97.8
10	173	82	104	97.3	96.8	97.7
11	177	79	100	97.1	95.6	98.5
Total				97.4	96.5	98

National all attendance
95%

National PP attendance
92.8%

National non PP attendance
95.9%

Current Attendance (from the start of term)

This indicates that the Pastoral/Attendance team continue to maintain the highest levels of monitoring and support.

6th September 2017 – 29th September 2017

Year	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
7	210	79	131	99.2	98.4	99.7
8	209	82	127	98.5	97.5	99.1
9	201	94	107	98	98.05	98
10	194	77	117	97.1	95.3	98.1
11	172	74	98	97.9	98	98
Total	97.5			98.2	97.5	98.6

CASE STUDIES Looked After Children

In the 2017 Y11 cohort there were 3 LAC students all 3 of them made better than expected progress. This reflects the high level of support and guidance they received at OSCA.

Student 1 – Male (LAC/SEN)

(7/9)

GREEN circle means the pupil has met this performance measure.

RED circle means the pupil has not met this performance measure.

Subject Element	Performance
Humanities Elem..	●
Language Element	●

GREEN circle means the pupil has met this performance measure.

RED circle means the pupil has not met this performance measure.

Progress 8 score is 0.93

The Progress 8 score is calculated by taking the pupils Actual Attainment 8..

Pupil - Progress 8 Performance

Estimated Attainment 8..	17.7
Attainment 8 Score	27.0
Progress 8 Score	0.93
Attainment 8 Score Co..	7
Baccalaureate Count	2
Open Count	3
Prediction Accuracy	67%



Pupil - Subject Performance

Gend..	DS	SEN S tatus	KS2 Fine L..	Subject	Attainme nt 8 Ele..	Actual Att ainment 8	Targe t Gr..	DC3 Gra..	Exa m G..	VA G rade	Predictio n Accur..	
M	Y	S	2.5	Art GCSE	-	2.00	F	D	E	0.5	No	0.23
				English Lit GCSE	-	2.00	2+	2	2	0.0	Yes	0.23
				Science Core GCSE	Ebacc	2.00	F	D	E	0.5	No	0.23
				Add - ECDL Voc	Open	4.00	-	Pass	P	-	Yes	2.23
				English Lang GCSE	English	3.00	2+	3	3	1.0	Yes	1.23
				Mathematics GCSE	Maths	2.00	2+	I	2	0.0	Yes	0.23
				Media Studies BTEC	Open	4.00	LI	P	P2	2.3	Yes	2.23
				Science Add GCSE	Ebacc	1.50	F	D	F	0.0	No	-0.27
				Sport BTEC	Open	5.50	LI	P	M2	3.8	Yes	3.73

Student 2 Female (LAC)

UPPER SECONDARY (9-5)

GREEN circle means the pupil has met this performance measure.

RED circle means the pupil has not met this performance measure.

Science Element	●
Humanities Elem..	●
Language Element	●

GREEN circle means the pupil has met this performance measure.

RED circle means the pupil has not met this performance measure.

Pupil P8 Score

Progress 8 score is 0.45

The Progress 8 Score is calculated by taking the pupils Actual Attainment 8..

Pupil - Progress 8 Performance

Estimated Attainment 8..	35.0
Attainment 8 Score	39.5
Progress 8 Score	0.45
Attainment 8 Score Co..	8
Baccalaureate Count	3
Open Count	3
Prediction Accuracy	56%



Pupil - Subject Performance

Gen..	DS	SEN S tatus	KS2 Fine L..	Subject	Attainme nt 8 Ele..	Actual Att ainment 8	Targe t Gr..	DC3 Gra..	Exa m G..	VA G rade	Predictio n Accur..	
F	Y	N	4.3	English Lit GCSE	English	4.00	5-	3	4	-1.0	Yes	0.50
				History GCSE	Ebacc	1.50	D+	E	F	-1.5	No	-2.00
				Science Core GCSE	Ebacc	3.00	D+	C	D	0.0	No	-0.50
				Textiles GCSE	Open	7.00	D+	A	A	4.0	Yes	3.50
				Add - ECDL Voc	Open	4.00	-	-	P	-	-	0.50
				Add - Hosp & Cater GC..	-	4.00	-	C	C	-	Yes	0.50
				Child Development GCSE	-	3.00	D+	D	D	0.0	Yes	-0.50
				English Lang GCSE	-	3.00	5-	4	3	-2.0	No	-0.50
				Mathematics GCSE	Maths	3.00	5-	2	3	-2.0	Yes	-0.50
				Perf Arts BTEC [Mus Th..	Open	7.00	P	-	D2	3.0	-	3.50
				Science Add GCSE	Ebacc	3.00	D+	C	D	0.0	No	-0.50

Student 3 (Female/SEN School Action)

9-5)

GREEN circle means the pupil has met this performance measure.

RED circle means the pupil has not met this performance measure.

Science Element	●
Humanities Elem..	●
Language Element	●

GREEN circle means the pupil has met this performance measure.

RED circle means the pupil has not met this performance measure.

Pupil P8 Score

Progress 8 score is 0.09

The Progress 8 Score is calculated by taking the pupils Actual Attainment 8..

Pupil - Progress 8 Performance

Estimated Attainment 8..	33.6
Attainment 8 Score	34.5
Progress 8 Score	0.09
Attainment 8 Score Co..	8
Baccalaureate Count	3
Open Count	3
Prediction Accuracy	44%



Pupil - Subject Performance

Gend..	DS	SEN S tatus	KS2 Fine L..	Subject	Attainme nt 8 Ele..	Actual Att ainment 8	Targe t Gr..	DC3 Gra..	Exa m G..	VA G rade	Predictio n Accur..	
F	N	K	4.2	Art GCSE	Open	5.50	C-	B	B	1.5	Yes	2.14
				English Lit GCSE	English	3.00	6	I	3	-3.0	Yes	-0.36
				History GCSE	Ebacc	1.50	C-	D	F	-2.5	No	-1.86
				Science Core GCSE	Ebacc	2.00	C-	C	E	-2.0	No	-1.36
				Add - ECDL Voc	Open	5.50	-	Mer..	M	-	Yes	2.14
				Citizenship GCSE	-	1.00	C-	D	G	-3.0	No	-2.36
				English Lang GCSE	Open	2.00	6	3	2	-4.0	No	-1.36
				Mathematics GCSE	Maths	5.00	6	5	5	-1.0	Yes	1.64
				Perf Arts BTEC [Acting]	-	1.75	-	-	PI	-	-	-1.61
				Science Add GCSE	Ebacc	2.00	C-	C	E	-2.0	No	-1.36

4. Barriers to future attainment (for pupils eligible for PP) – note this 2017/18 examination cohort is broadly in line with national but slightly lower ability than the 2017 cohort

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> . KS2 fine levels 4.5 disadvantaged v 4.8 for non-disadvantaged. This equates to an estimated attainment 8 score of 41.00 points for disadvantaged students compared to 50.70 points for non-disadvantaged. Therefore the current Y11 cohort the estimated attainment 8 difference is nearly 1 whole grade per Progress 8 bucket.
B.	Disadvantaged students have lower levels of literacy compared to their non-disadvantaged peers.
C.	Multiple vulnerabilities in the current cohort in addition 37 new arrivals since April 2015.
D.	All disadvantaged students have bespoke tutoring during the daily L4S sessions, which identifies their barriers to learning. Y11 Tutors are assigned to specific tutor groups to address these barriers to learning e.g. specific groups sorted into maths, english, science, Gifted and Talented, etc.

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

D. Students arrive with low patterns of attendance.

5. Desired outcomes (*desired outcomes and how they will be measured*)

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 lower and middle ability disadvantaged students.	Tracking via the 3 data collections in Y11. QA including learning walks and work scrutinies, SON meetings.
B.	Attendance gap continues to diminish (note attendance of PP students already above national for PP students AND national non-disadvantaged).	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 2017/2018

Academic year £366,150 (incl. LAC funding)

The three headings below enable schools to demonstrate how they are using the Pupil 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 3 x DC collection every year.	DD + AHN + AQ	Termly as part of the EVA analysis reports back to SLT and LGB.
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/FC	Termly as part of the SON programme (Y8-Y11)
Improve outcomes for PP students in subjects across the curriculum	Study support sessions, holiday programme ECDL	A proven method in previous years (see aforementioned data)	Subject and Pastoral SONs where depts./colleagues are called to account.	RM + DD	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.	DD + AK	As per 3 data collections in Y11.
Total budgeted cost					£114,000

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' (formerly Success Centre) staff time to work with targeted students	2017 data indicates this is a priority, whilst some of the attainment gaps are less than national progress measure gaps need to be diminished (note no progress gaps for disadvantaged published as yet)	Through QA cycle, data collection analysis, Y11 SON.	DD + AK	As per 3 data collections in 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 3 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.	SD + GG	As per 3 data collections in Y11.
Total budgeted cost					£180,000
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.	Motivation and engagement with the curriculum – raising aspirations.	Attendance at study support (Week A and Week B introduced September 2017), educational trips, etc.	SLT + Y11 tutor team.	As per 3 data collections in Y11.

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 keep high profile via 'Excellence as Standard' + bespoke CPD.	Detailed analysis of the 2017 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.	DD + AK	As per 3 data collections in Y11.
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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.	DD + SB	As per 3 data collections in Y11.
Maximise bucket scores of disadvantaged students.	Monitor and evaluation via data collections, mini SON particularly with EBACC bucket.	EBACC buckets were the lowest performing in the 2017 results.	Focus subject areas on specific students including disadvantaged students who are 'falling behind' their peers.	DD + AK	As per 3 data collections in Y11.
Total budgeted cost					£54,500
Total Budget £366,150 – £348,500 (planned expenditure) = £17,650 (contingency funding)					£348,500

7. Review of expenditure				
Previous Academic Year		£362,956 (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 pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment progress	Staffing, CPD, enrichment	Best ever BASICs (4+ > 58%), , Progress 8 above national average, 20% of all grades at 9-7/A*-A.	Continuation and refocus via new bespoke Y11 Tutor programme, students assigned to specialist staff based on learning needs.	£100,700

Improved teaching practice	CPD/Training Days	As above	Continuation and refocus on higher and middle ability PP students.	Directed time
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils 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, Success Centre, 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.	£171,300
Improved aspirations for PP students	Brilliant Club	Highly successful in raising esteem and motivation, 100% of participants attended the 2017 Summer Awards evening when students were presented with their degree certificates.	Continuation of funding and scheme.	£4,700
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Increased access to the full curriculum and enrichment activities</p>	<p>Funding educational trips, providing equipment, resources, external mentors. Breakfast club, etc.</p>	<p>Improved attendance and many gaps were diminished in terms of attainment and progress.</p>	<p>Increase monitoring of specific strands to evaluate where possible the most effectively strategies. Holistic approach has impacted.</p>	<p>£53,500</p>
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8. Additional detail

How have we used our Pupil Premium Funding Allocation? (Planned continuation into 2017/18 – allocated £348,500)

Examples of how we have used our Pupil Premium funding to raise achievement are as follows:

- Provision of curriculum support and targeted intervention in the core subjects of English, Mathematics and Science through **in class support or small group withdrawals** from qualified teachers for individual pupils making below expected progress. Additional Maths, English and Science staff to increase KS4 curriculum delivery and reduction in class sizes
 - Targeted use of the academic mentor to help this strategy has been used since the 2013/14 academic year.
 - Pupils have also had opportunities for additional support and intervention through our pre examination Friday afternoon/Saturday **Mathematics and English revision club**. This support is provided by qualified specialist teachers. **£96,000 (£109,000)**
 - Subsidised educational and enrichment visits
 - Provision of subsidized transport **£3,000** (PP bus passes) **(£3,500)**
 - SEN staff time to work with target students **£111,000 (£115,000)**
 - Maths after school club for KS3 **FREE**
 - Holiday revision sessions and summer activities **£4,700 (£5,000)**
 - After school revision classes **FREE**
 - **Breakfast Club and Food Support £3,200 (£3,500)**
 - Staff training on effective feedback and marking of students work to ensure further progress **INHOUSE FREE**
 - Revision materials and resources – increased department capitation **£5,000 (£5,000)**
 - Provision of essential uniform **£3,500 (£4,000)**
 - **Provision for educational trip support £23,000 (£25,000)**
 - Provision of essential equipment **£4,200 (£5,000)**
 - Space staff time to work with targeted students **£32,300 (£35,000)**
 - Subsidized revision guides in other curriculum areas for students in years 10 and 11
 - Participation in the “Brilliant Club” initiative aimed at improving aspirations and access to further education **£4,700 (£5,000)**
 - EAL targeted interventions for students and families where progress is being hampered by lack of proficiency in English
 - BASE student intervention centre (staffing costs + resources) **(£28,000) (£30,000)**
 - Yamaha Band music lesson **£3,200 (£3,500)**
- TOTAL EXPENDITURE £330,200 (£348,500)**

