

# 2018-2019 OSCA Pupil Premium Strategy Statement (secondary)

1. Summary Information					
<b>School</b>	Ormiston Sandwell Community Academy				
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget</b>	£348,466	<b>Date of most recent external PP Review</b>	1. November 2015 (presented to F&GP/LGB) 2. OFSTED May 2018
<b>Total number of pupils</b>	1020	<b>Number of pupils eligible for PP</b>	38% nearly in the Upper Quintile in RAISE	<b>Date for next internal review of this strategy</b>	October 2019

2. Current attainment 2017 Y11 exam cohort (Unvalidated)		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving BASICs 5+	23%	35%
% achieving 5+ English Language/English Literature	39%	49%
% achieving 5+ Maths	24%	44%
Progress 8 score average	-0.20 (National -0.33)	-0.28
Attainment 8 score average	40.70 (National 38.6)	49.7

### 3. Current Attainment (2017 – 2018 cohort) compared to the 2016 – 2017 cohort

OSCA	Overall P8		English P8		Maths P8	
	2017	2018	2017	2018	2017	2018
All Pupils	0.07	-0.26	-0.14	-0.47	-0.15	-0.60
PP Pupils	-0.20	-0.19	-0.36	-0.49	-0.54	-0.63
Non PP Pupils	0.29	-0.28	0.04	-0.45	0.18	-0.57
Internal Gap (PP v Non PP)	+0.49	+0.10 PP out performed non PP	-0.40	-0.04 PP gap significantly diminished	-0.72	-0.06 PP gap significantly diminished

<b>2017 – 2018 exceeded national PP P8 and A8 figure</b>
OSCA PP P8 -0.19 Nat. -0.40
OSCA PP A8 39.35 Nat. 38.68
<b>DC1 Predictions</b>
OSCA PP P8 -0.05 A8 40.60

The 2018 Y11 PP cohort arrived in Y7 with a considerable academic gap on entry. They had a KS2 Fine Level of 4.5 compared to the non PP students with 4.9. This equates to an estimated Attainment 8 figure of 41.1 compared to their non disadvantaged peers of 49.7. This represents a gap of 8.6 of a grade across all the 10 qualifying subjects in Progress 8. However, by the end of Y11 the attainment gap had narrowed considerably to 6.4 of a grade (PP A8 > 39.3 versus non PP A8 > 45.7). Additionally in terms of progress PP students made more progress than their non PP peers (-0.18 versus -0.28 for non PP, therefore on average PP students made 1/10 of a grade more progress than their non PP peers).

### 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.

**6<sup>th</sup> September 2017 – 20<sup>th</sup> July 2018**

Year 6/9/17-20/7/18	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
7	213	83	130	98	97.1	98.5
8	217	83	134	97.4	97	97.9
9	211	101	110	96.5	95.6	97.5
10	208	82	126	96.7	95.5	97.5
11	174	78	96	96.9	96	97.8
<b>Total</b>	<b>1023</b>	<b>427</b>	<b>596</b>	<b>97.1</b>	<b>96.2</b>	<b>97.9</b>

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, this academic year.

5<sup>th</sup> September 2018 – 9<sup>th</sup> October 2018

Year 5/9/18-19/10/18	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
7	211	80	131	98.1	98.4	95.5
8	210	75	135	97.9	97	98.5
9	210	76	134	96.8	95	98
10	195	83	112	96.9	96	97.7
11	196	72	124	96.7	96.6	96.8
<b>Total</b>	1022	386	636	97.4	97	97.9

### 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 2016/2017 cohort

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

<b>A.</b>	Disadvantaged students arrive from primary with a <u>legacy of underachievement</u> . KS2 fine levels 4.4 disadvantaged v 4.8 for non-disadvantaged. Therefore for the current Y11 cohort the estimated attainment 8 difference is nearly 2/3rds of a whole grade per Progress 8 bucket.
<b>B.</b>	Disadvantaged students have lower levels of literacy compared to their non-disadvantaged peers.
<b>C.</b>	Multiple vulnerabilities in the current cohort in addition 16 new arrivals to this cohort since April 2016.
<b>D.</b>	Y11 Tutors are assigned to specific tutor groups to address these barriers to learning e.g. specific groups sorted into maths, english, science.

External barriers (issues which also require action outside school, such as low attendance rates)		
<b>A.</b>	Students arrive with low patterns of attendance.	
5. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	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.	Tracking via the 3 data collections in Y11. QA including learning walks and work scrutinies, State of the Nation meetings.
<b>B.</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.
<b>C.</b>	Behaviour points and exclusion (internal and external) gaps continue to diminish.	Weekly tracking and pastoral interventions as appropriate.

6. Planned expenditure 2018/2019 (PP cohort 38%)					
<b>Academic year</b>		£365,075 (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 + ANM + GG	Termly as part of the EVA analysis reports back to SLT and LGB.
Breakfast Club	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	AJN + DD	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.	DD + AK	As per 3 data collections in Y11.
<b>Total budgeted cost</b>					<b>£121,375</b>

Staffing in Maths + Maths and English		
i	revision club	£110,875
i	Holiday revision sessions	£5,000
i	Breakfast club and food support	£5,500
<b>TOTAL</b>		<b>£121,375</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 + AK + AHN + SD + MS	As per 3 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 + FC +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 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.
<b>Total budgeted cost</b>					<b>£192,000</b>

ii	SEN staffing + targeted work with students	£120,000
ii	space staff time to work with targeted students	£40,000
ii	BASE student Intervention	£32,000
	<b>TOTAL</b>	<b>£192,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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 + AHN + AK.	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 2018 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 + AHN	As per 3 data collections in Y11.
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 + AK + AHN + RM	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. MESH to focus on English, Maths a, and EBACC bucket performance.	The EBACC bucket was the lowest performing in the 2018 results.	Focus subject areas on specific students including disadvantaged students who are 'falling behind' their peers.	DD + AK + AHN + KA	As per 3 data collections in Y11.

			<b>Total budgeted cost</b>	<b>£51,700</b>
iii	subsidized transport		£4,000	
iii	revision materials and resources		£5,000	
iii	essential uniform		£4,000	
iii	Educational Trips		£25,000	
iii	Essential equipment		£5,000	
iii	Brilliant Club		£5,000	
iii	Music Lessons		£3,700	
TOTAL			<b>£51,700</b>	
<b>Total Budget £365,075</b>				<b>£365,075</b>

### 7. Review of expenditure (PP 41% of school cohort )

<b>Previous Academic Year</b>		£348,500 (Incl. LAC funding)		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attainment progress	Staffing, CPD, enrichment	Improved performance of PP students P8 -0.18 which exceeds national PP of -0.4. Higher attaining PP students outperformed their non PP peers by over 0.4 of a grade.	Continuation and refocus via new bespoke Y11 Tutor (intervention) programme, students assigned to specialist staff based on learning needs and current performance.	£127,450
Improved teaching practice	CPD/Training Days	As above	Continuation and refocus on higher and middle ability PP students.	Directed time + CPD (including Training Days)
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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.	£192,400
Improved aspirations for PP students	Brilliant Club	Highly successful in raising esteem and motivation, 100% of participants attended the 2018 Summer Awards evening when students were presented with their degree certificates.	Continuation of funding and scheme.	£4,200

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased access to the full curriculum and enrichment activities	Funding educational trips, providing equipment, resources, external mentors. Breakfast club, etc.	Improved attendance and many gaps (PP v non PP) were diminished in terms of attainment and progress.	Increase monitoring of specific strands to evaluate where possible the most effectively strategies. Holistic approach has impacted. <b>OSCA has consistently bettered national PP P8 and A8 since 2017 and predictions for 'class of 2019' continue this trend.</b>	£24,450
		TOTAL 2017/2018 Budget	£348,500	£348,500



