



Pupil Premium Strategy

2018-19

Summary Information					
School:	Ormiston Bolingbroke Academy				
Academic Year:	2018-19	Total PP Budget	£454,190	Date of most recent PP Review	February 2018
Total Number of Pupils:	914	Number of pupils eligible for PP	529	Next Review:	Termly

Current Attainment 2017/18 GCSE Results		
	Pupils eligible for PPG	All Pupils
Progress 8 score	-0.06	0.07
Attainment 8 score	41.3	45.1
% Achieving 4+ in English & Maths "standard basics"	41	49
% Achieving 4+ in English & Maths "strong basics"	16	21.5
% Achieving the EBACC	12	17.4
Attendance %	89.07%	91.4%
Persistent Absence %	19.17%	24.12%

Barriers to Future Attainment for students in receipt of PPG
<ul style="list-style-type: none"> • Literacy and numeracy skills on entry are lower for students in receipt of PPG in comparison to their non disadvantaged peers
<ul style="list-style-type: none"> • Pupils in receipt of PPG have lower outcomes within all attainment measures
<ul style="list-style-type: none"> • Disengagement and behavioural issues of a small cohort of students is having a detrimental effect on their academic progress
<ul style="list-style-type: none"> • Low aspirations of some students can negatively affect their academic progress
<ul style="list-style-type: none"> • Lower levels of parental engagement are evident within students who are eligible for Pupil Premium
<ul style="list-style-type: none"> • Absence and persistent absence is higher for students in receipt of PPG in comparison to their peers within the academy

Objectives of PPG

Desired Outcomes	Success Criteria
To improve student's attendance to the Academy aiming to be broadly in line with the national expectation of 95%	<ul style="list-style-type: none"> • Pupil Premium student's attendance will improve closer to the target of at least 96%. • The percentage of Pupil Premium students classed as Persistently Absent (PA) will reduce from • Increased parental engagement in attendance via postcards, letters and home visits
To improve outcomes for all students	<ul style="list-style-type: none"> • PP students will reduce the attainment gap to 0, for all students to achieve their potential • To increase the number of PP students achieving both standard (41%) and strong basics (16%)

	<ul style="list-style-type: none"> • To further improve Teaching & Learning across the school for PP students to ensure Quality First Teaching focusing on stretch and challenge.
To improve the effectiveness, monitoring and impact of interventions for PP spend	<ul style="list-style-type: none"> • All Pupil Premium interventions to be monitored regularly for impact and effectiveness via Edukey system. • Regular updates of impact shared with governors/SLT • Improved monitoring of interventions at a departmental level
To provide effective support to promote positive Emotional Health and Wellbeing of PP students	<ul style="list-style-type: none"> • PP students to feel safe and happy within school • Students to know how to seek support if required • Reduction in number of students receiving FTE and negative behavioural points • All students to be able to engage with an appropriate curriculum to ensure they achieve
To raise the aspirations of PP students and engage them in enriching activities/experiences as well as offering CEIAG opportunities.	<ul style="list-style-type: none"> • All PP students to engage in CEIAG related activities within the year • All PP students to have the opportunity to participate within a school activity or trip to broaden their experiences • Raise the aspirations of PP students • To achieve 100% of students in a sustained destination
Strengthen the Academy-Home relationships to improve parental engagement	<ul style="list-style-type: none"> • Parents of PP students engaging with the academy regularly. Increased rates of attendance to school events and progress evenings.

Planned Expenditure

Excellence					
Desired Outcome	Action/Approach	What is the evidence/rationale for this choice?	Monitoring	Resources/Cost	Impact & Key Measurements
<p>Improved outcomes for all PP students</p> <p><i>Success Criteria: Improve the attainment gap between PP and non PP students towards 0.</i></p> <p><i>Increase the numbers of PP students achieving standard basics (41%) and strong basics (16%)</i></p> <p><i>Staff to have improve knowledge of students in their class with PP students highlighted in seating plans &</i></p>	<p>Additional staffing in core subjects (English, Maths and Science).</p> <p>Staff to have an oversight of PP attainment/intervention within their departments.</p> <p>Raise the awareness of the DP cohort to ensure for effective planning, differentiation and in class inceptive support.</p> <p>Continuation of use of Mint Class seating plan software for every member of teaching staff in order to ensure strategic seating plans with clear identification of pupil premium pupils.</p>	<p>Builds the capacity for more creative curriculum planning and caters for after school tuition, one to one tuition, smaller class sizes etc.</p> <p>Raising the standards of Teaching & Learning further improve teaching and learning across school and for PP students ensuring effective feedback and stretch and challenge. Through effective intervention subject differences and class by class variation will reduce.</p> <p>EEF - feedback has very strong evidence for improving learning and progress. If teachers</p>	<p>Use of Quixote data termly</p> <p>Monitoring of teaching interventions</p> <p>T&L learning walks</p> <p>Mintclass seating charts</p>	<p>Additional Leadership roles within Maths, English & Science</p> <p>Mint class subscription PP Lead</p> <p>£187,603</p>	

<p><i>evidence of planning</i></p>		<p>know who the disadvantaged pupils are they can ensure that they are targeting them with verbal and written feedback, AFL and Questioning, grouped for collaborative learning, and provided individualised instructions more frequently.</p> <p>+8 Months – Feedback +3 Months – Individualised Instruction</p>			
<p>Improved outcomes for High Ability PP students</p> <p><i>Success Criteria:</i></p> <p><i>Improve the attainment gap between DHAP and HAP students towards from - 0.25</i></p>	<p>Target Y11 most able disadvantaged students for 1-1 intervention sessions.</p> <p>Target Year 11 Most able students via departmental priority lists for enrichment/intervention</p> <p>Use of student profiles to provide staff with increased information re</p>	<p>Sutton Trust evidence demonstrates good impact of 1-1 tutoring on student's progress +5 months – 1-1 tutoring</p> <p>EEF – The rationale behind the student profiles is to give staff a better picture of DHAP students in the school to enable them to plan and differentiate more</p>	<p>Careful selection of students followed by rigorous tracking of attendance and quality assurance of delivery to ensure high quality provision</p>	<p>1-1 Tuition Cost: English - £5,880</p>	

<p><i>Increase the number of DHAP students achieving 5 grade 7-9s from 2.7%</i></p> <p><i>Creation of student profile for all Year 10 & 11 DHAP students. Shared via SIMS</i></p> <p><i>Incremental % rises in internal assessment results for DP who engage with external tutors</i></p>	<p>DHAP students, their aspirations & barriers to allow them to tailor teaching & interventions more appropriately.</p>	<p>successfully for these students. The profiles also share successful strategies from other areas.</p> <p>+8 Months – Feedback +3 Months – Individualised Instruction</p>	<p>Quixote Data system</p> <p>Enrichment tracker</p> <p>Intervention Tracker</p>		
<p>Saturday & holiday enrichment intervention sessions</p> <p><i>Success Criteria:</i></p> <p><i>Improved attendance of PP students to enrichment sessions</i></p>	<p>Saturday Academy intervention sessions available weekly for students to provide targeted intervention & support.</p> <p>Holiday revision and intervention classes for DP to improve teaching and learning and outcomes</p> <p>Overview logs of interventions to be</p>	<p>Previous implementation of strategy has been successful.</p> <p>EEF – suggests that small group tuition has a positive effect on feedback, personalised learning and engagement.</p> <p>+4 months small group tuition</p>	<p>Attendance Registers</p> <p>Intervention logs</p> <p>Quixote Data</p>	<p>£32,000</p>	

<p><i>Improved attainment of PP students moving towards a P8 score of at least 0</i></p>	<p>monitored at a departmental level.</p>				
<p>Study Camp Residential</p> <p><i>Success Criteria:</i></p> <p><i>Students to feel more confident about their upcoming GCSE exams</i></p> <p><i>Increase in PP student's attainment in English & Maths</i></p>	<p>Targeted year 11 PP students to be invited to a weekend study camp prior to their GCSE Examinations</p> <p>Targeted English & Maths sessions to be planned for small groups of students.</p>	<p>2018 trip was successful with 96% of students feeling more prepared for their examinations and 98% of students thought the residential was useful for them.</p> <p>EEF – suggests that small group tuition has a positive effect on feedback, personalised learning and engagement.</p> <p>+4 months small group tuition</p>	<p>Student Evaluation</p> <p>Comparison of GCSE examination data</p> <p>Quixote Data System</p>	<p>£8,000</p>	

Nurture					
Desired Outcome	Action/Approach	What is the evidence/rationale for this choice?	Monitoring	Resources/Cost	Impact & Key Measurements
<p>Students to have positive emotional & social wellbeing to allow them to access the curriculum & achieve their potential</p> <p><i>Success Criteria:</i></p> <p><i>Students to have the opportunity to access a school based counsellor or EHWB support group to support wellbeing as appropriate.</i></p> <p><i>Reduction in the number of students receiving FTE and negative behaviour points.</i></p>	<p>Employment of an in school counsellor 2 days per week.</p> <p>Head Salad intervention 1 day per week targeted sessions.</p> <p>Inclusion Zone space within the academy with a full time member of staff to support students who are unable to access their full curriculum for short periods of time.</p>	<p>The importance of wellbeing for students to access and manage the demands of the curriculum.</p> <p>For some students, their emotional needs are a barrier to them accessing their learning.</p> <p>EEF – Suggest that students receiving Social, emotional learning support have positively affected attitudes to learning, social relationships & enjoyment</p> <p>+4 months – Social Emotional Learning</p>	<p>Half termly counselling logs</p> <p>iZone logs</p> <p>Head Salad Intervention Overview</p> <p>Behaviour overview</p> <p>Quixote Data</p>	£17,282	

<p>Students to attend school alert each day</p> <p><i>Success Criteria:</i></p> <p><i>All students to have the opportunity to access a free breakfast</i></p> <p><i>Improvement in student alertness & engagement during morning lessons</i></p>	<p>Free Breakfast available each morning before school for students arriving before 8:15am</p> <p>Promotion of breakfast club to parents to encourage participation</p>	<p>Consuming a healthy breakfast has been suggested to positively affect learning in children in terms of behaviour, cognitive, and school performance. (Cardiff University, 2015)</p>	<p>Half termly registers of attendance</p> <p>Advertisement to parents</p>	<p>£10000</p>	
<p>To improve the life experiences of disadvantaged cohort to provide equity in comparison to their non-DP counterparts</p> <p><i>Success Criteria:</i></p> <p><i>All students to participate in at least one school activity or trip each academic year</i></p>	<p>PP students will be subsidised to attend whole academy curriculum enrichment trips/visits and activities.</p> <p>PP students will be first priority for careers guidance at key points in their school life (year 8 – options, year 10&11 further education).</p> <p>OBA outdoor education programme provides</p>	<p>To give students the opportunity to experience a broad and balanced curriculum offer</p> <p>EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning, Arts participation have measurable impact. DP s will be engaged in all aspects of life. Each pupil premium child</p>	<p>EVOLVE Trip Evaluations</p> <p>Participation Registers</p> <p>Student Voice</p> <p>OBA Pledge completion statistics</p> <p>Careers Guidance</p>	<p>£36,464</p> <p>£24,442</p>	

<p><i>All students to gain effective careers guidance at key points within their education</i></p> <p><i>All year 10 students to undertake work experience</i></p> <p><i>Students to access & participate in the OBA Pledge</i></p>	<p>O&A opportunities within curriculum time for years 7-10</p> <p>Re launch of the OBA Pledge</p>	<p>each year will have engaged in one extracurricular activity each year and will therefore be more engaged in school life.</p> <p>+3 Months – parental impact</p> <p>+ +2 Months impact – Sports Participation</p> <p>+2 Months impact – Arts participation</p> <p>+4 Months impact – Outdoor adventure learning.</p>			
<p>Students will transition into the academy effectively</p> <p><i>Success Criteria:</i></p> <p><i>All students have the opportunity to participate in summer school</i></p> <p><i>All students participate in the Year 7 residential or beach trip</i></p>	<p>A one week summer school was held. All PP students were invited.</p> <p>All Year 7 PP students will have the opportunity to take part in a year 7 residential.</p> <p>Year 7 induction days, evenings and welcome breakfast aim to engage parents with the academy alongside supporting students' transition</p>	<p>To provide all students with an introduction to the school, expectations and layout to help them deal with transition. Particularly vulnerable students.</p> <p>Previous student/parent voice has been positive about summer school effectively supporting students to transition.</p> <p>EEF – Suggest well-resourced and focused</p>	<p>Student voice</p> <p>Participation Registers</p>	<p>£11,000</p>	

<i>Year 7 student voice to reflect positive transition & a sense of belonging</i>		summer school provide effective learning opportunities for students. +2 Month s- Summer School			
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Support					
Desired Outcome	Action/Approach	What is the evidence/rationale for this choice?	Monitoring	Resources/Cost	Impact & Key Measurements
<p>Improved outcomes for SEN PP students</p> <p>To Raise literacy & numeracy levels within students</p> <p><i>Success Criteria: Improve the attainment gap between SEN PP and non SEN PP students towards 0.</i></p> <p><i>SEN students to gain support to successfully access</i></p>	<p>Teaching Assistants to focus on raising attainment of PP SEN students.</p> <p>TLRs for Progress & Attainment Leaders for key stages 3 and 4 in English and Maths responsible for reading, writing & numeracy.</p> <p>Core skills group to support students in KS3 with the lowest literacy & numeracy levels.</p> <p>Support of a teaching assistant within core lessons.</p>	<p>Classrooms assistants to provide in class support and interventions for PP students and CiC and those with SEND</p> <p>The EEF - suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition. Effective use of TA can bolster student performance</p>	<p>Quixote Data</p> <p>TA Pupil Log</p> <p>Reading Age Tests</p> <p>Accelerated Reading Data</p>	£21,439	

<p><i>the curriculum & achieve their potential</i></p> <p><i>Improved literacy and numeracy levels for KS3 students</i></p>		<p>+5 Months impact – Early years intervention +3 Months impact – Individualised Instruction +1 month – Teaching Assistant</p>			
<p>Students to have the correct uniform</p> <p><i>Success Criteria:</i></p> <p><i>All students to meet the OBA Way and be prepared for school with correct uniform.</i></p> <p><i>All students to have correct uniform during tutor time checks</i></p>	<p>All Year 7 FSM students will be given a free academy blazer and tie.</p> <p>Subsidy available for uniform costs as applicable.</p>	<p>To create a sense of inclusivity, building on the OBA Way of students being ready, respectful and resilient.</p> <p>Students to be able to achieve the OBA Way and reinforce the positive ethos & culture of the school</p> <p>EEF – Parental involvement shows moderate impact for moderate cost. Some funding is protected so that we can support our pupil premium students in ensuring that they have the correct uniform and that they can take</p>	<p>Students wearing correct uniform</p> <p>Tutor Check Process/trackers</p>	<p>£8,700</p>	

		part in educational school visits.			
<p>Improved outcomes for students accessing alternative provision</p> <p><i>Success Criteria:</i></p> <p><i>All students are engaged in an appropriate alternative provision</i></p> <p><i>Increased attendance of pupils to alternative provision</i></p> <p><i>Increase in AP students attainment towards a P8 score of 0</i></p> <p><i>% Increase in AP students' attainment of standard basics</i></p>	<p>Learning Support Centre available as on site alternative provision with a full time member of staff.</p> <p>Alternative provision manager to oversee effectiveness of alternative provisions & ensure all students have suitable placements.</p> <p>Use of external providers as required to support students attainment</p>	<p>To support behaviour for learning, avoid exclusion and ensure positive academic achievement and progress</p>	<p>Attendance %</p> <p>Exclusion data</p> <p>Student progress files & meetings</p> <p>Student/parental feedback</p> <p>Quixote data</p>	<p>LCS Manager</p> <p>Placements</p> <p>Alternative Provision Lead</p> <p>£51,000</p>	

<p>To improve attendance of PP students towards the 95% baseline</p> <p>To reduce the number of PP students reaching Persistent Absentee (PA)</p>	<p>Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance.</p> <p>Attendance officer to conduct same day absence calls and home visits for continued absences.</p> <p>Attendance Rewards used to encourage targeted students</p> <p>Use of home learning software to assist with long term absences</p> <p>Improved parental engagement for attendance with regular postcards/letters home alongside rewards</p>	<p>Good attendance has a positive impact upon attainment.</p> <p><i>Attendance: impact on attainment (2017)</i></p> <p>PP students traditionally have lower levels of attendance and higher rates of PA in the Academy.</p> <p>EEF- Suggests getting parental engagement can have a positive effect on students' attitudes towards school</p>	<p>Half Termly Attendance Overview</p> <p>Home Visit Logs</p> <p>Attendance postcards & letter logs</p>	<p>Attendance Officer</p> <p>Reward Money</p> <p>EWO officer</p> <p>£24,500</p>	
<p>Effectively monitor the impact of PP</p>	<p>Use of EduKey Provision Mapping Software</p>	<p>Effectively monitoring the</p>	<p>Provision Map Spend Reports</p>		

<p>interventions and PPG spend.</p> <p><i>Success Criteria: All interventions will be logged, costed and monitoring for impact</i></p> <p><i>Student Interventions will be monitored on a departmental level</i></p>	<p>Year 11 intervention trackers utilised at departmental level</p>	<p>impact of PPG Spending will allow for the most effective use of PPG to diminish the gap between disadvantaged students and their peers.</p> <p>EEF- Most effective use of PPG is evidenced with clear tracking & monitoring of the impact upon students attainment</p>	<p>Provision Map Impact Reports</p> <p>Intervention trackers</p>	<p>Provision Map £880</p>	
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<p>Creation of a student/project focussed grant bidding system</p>	<p>Continuation of a system of requests through which departments can submit proposals for additional funding in order to support the academic or holistic needs of PP students.</p> <p>Creation of bidding process to allow staff to bid for PPG funds to:</p> <ul style="list-style-type: none"> - Support a project - Support a specific student 	<p>Academy teachers are best placed to identify strategies/projects which would support students due to the positive teacher-student relationships and professional knowledge of the staff.</p>	<p>Bidding Review Provision Map Spend Reports Provision Map Impact Reports</p>	<p>£10,000</p>	
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