

Pupil premium strategy statement (secondary)

1. Summary information					
School	Ormiston Ilkeston Enterprise Academy				
Academic Year	2020-21	Total PP budget	£328756	Date of most recent PP Review	06/19
Total number of pupils	880	Number of pupils eligible for PP:	375	Date for next internal review of this strategy	3/21
		Total	43%		
		Year 7 (Cohort – 201)	43.78%		
		Year 8 (Cohort – 204)	49.51%		
		Year 9 (Cohort – 189)	38.62%		
		Year 10 (Cohort – 149)	36.24%		
		Year 11 (Cohort – 138)	42.75%		

2. Key information
<p>At Ormiston Ilkeston Enterprise Academy (OIEA) we are committed to ensuring that we deliver on our duty to provide each individual child with the best possible chance of achieving their potential. As a result of this commitment, we have a full plan to ensure that we use our Pupil Premium funding to address national inequalities between the achievement of those children who are eligible for free school meals or are children in care when compared to their peers.</p> <p>The Pupil Premium money is granted to the Academy based on the number of students who are known to be eligible for free school meals (FSM), or those children who have been continuously looked after for more than six months, or those who are / have been LACs, or those who are in military service families.</p> <p>The rate of funding for 2020-21 is: £328756</p>

Disadvantaged pupils	Pupil premium per pupil
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

It is our responsibility to allocate this funding in the best possible way to break-down barriers to learning and to secure the best possible progress for each child. It is important to note that Pupil Premium Funding is directed towards whole Academy initiatives that benefit all Pupil Premium Students, rather than being a set amount which is spent individually on each child.

Our assessment of successful practices already embedded in the Academy, and through learning from experts in the field of Pupil Premium we are investing in strategies including:

- Enhancing staffing, particularly in English and Maths, which are so key to the future life choices of our students.
- Ensuring that all lessons are planned and delivered to meet the needs of all students through our teaching and learning strategies.
- Providing students who need it with academic support and intervention, to meet their individual needs.
- Supporting students who need it with pastoral support, to remove barriers to learning and to allow them to thrive.

- Providing a curriculum which is suitable for all students.
- Providing enhanced careers support for students who are identified as being at risk of being NEET (Not in Education, Employment and Training) once they leave school.
- Providing support for students who need alternative provision to reach their potential.
- Increasing the capacity of the school leadership team, with a focus on supporting successful vocational education and so that assertive mentoring is embedded a central part of the OIEA

3. Current attainment		
Note that the 2019-20 data was created predominantly using Centre Assessed Grades and is not directly comparable to other years. Progress data is calculated compared to 2018-19 results, as no national progress data was produced by the DfE in 2019-10 due to Covid disruptions.	Pupils eligible for PP (OIEA 2019-20)	Pupils not eligible for PP (national average 2018)
% achieving 4+ in English and Maths 'Standard Basics'	56.7%	71%
% achieving 5+ in English and Maths 'Strong Basics'	38.1%	60%
Progress 8 score average	0.05	+0.13
Attainment 8 score average	45.24	50.14
4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		

A.	Low literacy and numeracy skills amongst some students, particularly relating to extended writing skills (identified in the PP review of June 2019): For example, 10.1% of current Year 11 students are Lower Attaining Students in relation to KS2 SATS. In current Year 7 students did not take SATs due to lockdown. However, use of GL reading Age assessments has identified that 28% of students had a reading age of 9 or under.
B.	Attendance: The three-year trend for the Academy has been for absence to be above national average.
C.	Although the PP review of June 2019 identified many PP students who had very high aspirations, there is a core group of hard to reach students who have low aspirations and attitude to learning amongst some PP students means that they are not currently attaining to their ability. Some of these students did not actively engage in remote learning during lockdown (March to July 2020) and are in need of additional support to catch up.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – Hard to reach students: OIEA has a small group of students who have external barriers relating to their health and/or home and social life that mean that their attendance is zero or very low and who have not responded to the attendance, pastoral and academic support offered by OIEA. This group has been widened by a small cohort of students who were attending before lockdown started in March 2020, but who have struggled to re-engage with education since returning to school in September 2020.

5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	To close the gap between PP and non-PP students to at least equal or be within National averages for the 2020-21 Year 11 cohort for students attending OIEA and for Progress 8 for PP students to be better than National average.	In 2018-19 the National gap between PP and non-PP students was 0.57 (-0.40 for PP students and +0.13 for non-PP students). OIEA is aiming for a gap that is smaller than this and for overall Progress to exceed National averages.
B.	For all key subject areas to show improvement between 2019-20 and 2020-21.	For progress in the English Element, Maths Element and EBACC Element of Progress 8 to be above National Average and for the Open element to improve to 0.00 Progress or better. Note that progress figures will not be released at a national level in 2020-21 due to Covid, so comparisons will be with 2019 figures.

C.	For key identified hard-to-reach Year 11 students to receive individualised mentoring and intervention to allow them to achieve.	For 80%+ of identified students to improve their attainment and progress by 0.3 or more between Progress Check 2 in Year 10 and their results in summer 2020.
D.	For all Y11 PP students to have taken up a place in education and/or training in September 2020	For there to be 0% NEETs (students Not in Education, Employment or Training) for the 2019-20 Y11 cohort with the exception of any students where health concerns prevent them from accessing a place.
E.	For PLPs (Personalised Learning Plans) in class to be used effectively so that PP students who need additional support and intervention receive it. This includes via remote learning during periods of lockdown.	For 95%+ of lesson observations and quality assurance to report on the effective use of PLPs with PP students.
F.	For attendance for PP students to improve compared to 2020-21.	Attendance amongst all PP students to have improved to at least National Average.

6. Planned expenditure					
Academic year		2020-21			
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?
To ensure all students, including PP students experience consistently good and outstanding teaching and learning that is tailored to their needs.	Focus of lesson observations, learning walks, work scrutiny etc. on PP students and in particular the uses of PLPs in class to identify and provided individualised support to PP students.	Attainment and Progress gap between PP and Non-PP students in 2019-20 (unvalidated data) was larger than national average. Although PP progress improved from 2019 to -0.31, this lagged behind the school's P8 of 0.05	PP students and use of PLPs are a focus of all lesson observations and learning walks and of all quality assurance must ensure that it also focuses on PP students within it.	A Pape – Assistant Principal	Half termly
Implementation of writing strategy in 2020-21 to ensure that all PP students benefit from them. Analysis in English had shown that PP students underachieved in writing questions compared to other sections.	Whole school implementation of new writing policies. CPPD provided by AP. Key focus on QA plan	Analysis of mock examination results in English identified writing components as being an area that students lost significant marks on. Low writing skills hinder students in many subjects including Humanities and MFL. The external PP review of June 2019 identified extended writing as a barrier to achievement for some students	Lesson observations and QA	A Pape – Assistant Principal	Half termly

Membership of PiXI to provide CPPD support and resources for colleagues.	PiXI is a national organisation that provides CPPD and online resources for colleagues to allow them to improve their classroom practice and the outcomes for PP students.	2019-20 Progress figures, although improved, showed a need for continuing professional development.	Vice Principal – O Forster – is the PiXL Raising Standards Leader for the Academy. He will liaise with A Pape – Responsible for CPPD – to ensure that PiXL’s CPPD provision is matched to colleagues with an identified training need.	A Pape	Weekly – Line management.
For all students by the end of year 7 to have improved their reading ages and to be able to access the curriculum.	Literacy Lessons/Accelerated reading: A reading support programme designed to cultivate, track and improve student reading. The Y7 curriculum for Y7 has been redesigned to include aspects of emotional literacy as part of the recovery curriculum.	SATs and CATS data from previous years shows that significant numbers of students are not secondary ready and a higher than academy-average number of these students are from disadvantaged backgrounds. Lockdown is likely to impact disadvantaged students to a great extent.	Literacy Coordinator tracks progress. Vice Principal Line Manages.	Z Green – Literacy Coordinator	
Total budgeted cost					
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?

<p>Where needed, support the effectiveness of interventions in the KS4 catch up plan - Funding is in addition to the catch up funding budget. * note - this will be reviewed in light of potential further lockdowns</p>	<p>VP has responsibility for improving KS4 outcomes and includes responsibility for PP. This costing includes dedicated tracking, PP-specific interventions, targeting of PP students in subject areas, parental liaison, etc.</p> <p>Pre-school, lunchtime and after-school booster classes in a wide range of subjects which are targeted to support students in meeting / beating their target grades. The costing involves supporting departments with the additional costs incurred including resources, reprographics and rewards etc.</p>	<p>2020 results showed underachievement in PP students compared to non-PP students showing that additional support and intervention is needed.</p>	<p>VP is directly line managed by the Principal.</p> <p>Data on attendance of Key PP students and all PP students at interventions is collected centrally. Students who are not engaging are referred to the AP in charge of mentoring/catch up.</p>	<p>O Forster – Vice Principal and J Lockhart - Assistant Principal</p>	<p>Monthly</p>
<p>For students to receive individualised support through the Learning Zone</p>	<p>This is a KS4 facility designed to provide withdrawal support for students on a reduced / re-designed curriculum in order to maximise their grades in key subjects. This costing includes resources, ICT facilities, extended opening hours, lunch-time withdrawal and morning registration support.</p>	<p>The effectiveness of the approach has been observed during a grant-funded trial in 2019-20</p> <p>EEF Toolkit states that small group tuition can give 4+ months of impact and individual tuition can give 5+ months of impact.</p>	<p>Feedback from subject learners at Middle Leaders meetings.</p> <p>Monitoring by Learning Hub mentor and line manager (O Forster)</p>	<p>O Forster – Vice Principal</p>	<p>Fortnightly</p>

For students to achieve positive progress in vocational subjects.	SLT lead is coordinating support for colleagues and students in vocational subjects to ensure that support is tailored to individual students.	As a temporary measure in 2019-20 the AP directly took responsibility for leading on vocational education including being BTEC QN. This proved very successful and the role is now extended to 2020-21	The Assistant Principal with responsibility for Vocational education tracks all students and ensures that subject leaders and their teams are supported to put in place effective early intervention.	J Lockhart – Assistant Principal.	Fortnightly
The OAT English advisor is working for two days per week in the Academy supporting achievement and development in English and Literacy	The advisor is teaching 40 Y11 students (Grade 7+ and 5+). He is also mentoring new and inexperienced colleagues and supporting the subject leaders for English and Literacy	Post results analysis in September 2020 identified PP students, and boys in particular, as being a key group who needed support.	Tracking of impact on assessment and mocks scores	Kate Spalding - Faculty Leader for English Tom Pinkstone - OIEA English Advisor O Forster – Line Manager for English.	Half termly.
HTLA lead literacy support in Years 7 to 11	HTLA working with students with low literacy levels/reading ages as an option subject. These are additional classes run in Years 9 and 11 for students who are struggling to access GCSE and Vocational curriculums.	Some PP and non-PP students have low literacy levels and therefore a full curriculum offer at KS4 of 10 subjects is potentially overwhelming. Literacy support will allow student to develop their literacy levels to improve their ability to access other subjects.	Quality assurance and Line management by T Marriott (SENCO). Lesson observations/drop ins/ quality assurance. Monitoring of reading ages to track progress.	T Marriott - SENCO	Half termly

To provide alternative provision where it is in the best interests of the student.	To provide access to high quality and effective alternative provision for PP students who would otherwise be at high risk of non-attendance or exclusion.	Alternative provision been effective previously for students in 2018-19 and was in 2019-20. All 3 students in AP gained GCSE qualifications	Liaison and monitoring of attendance at alternative provision and of quality of provision and outcomes.	J Stubbs – Assistant Principal O Forster – Vice Principal. S Foster – Attendance Welfare Officer	Monthly
Pre-exam briefings with food and drink provided so that students go into the exams feeling relaxed and confident.	These are provided to all students in advance of morning and afternoon exams. The costs are for resources/photocopying and the provision of breakfast bars/bananas etc. and drinks, so that no student goes into an exam on an empty stomach.	Student Voice (summer 2019) showed that some PP students were arriving at exams with no breakfast and were anxious. Feedback on the pre-exam briefings from students was positive and many students partook of the food and drink.	Vice Principal and Finance Officer to organise again. Student voice.	A Gamble – Finance Officer O Forster - Vice Principal.	
Support for introduction of Direct Instruction for Y8 'Nurture Groups' in English and for Y7 small groups.	Training to be provided, and resources purchased, so that Year 8 English 'Nurture Groups' can receive Direct Instruction. These are Set 4 on both halves of the Year group. Also for the Learning Resource Centre team to receive training so that they can undertake small group intervention with Y7 students who have been identified as having literacy needs.	Internal Assessments in English in Years 7 and 8 and CATs and reading Age Assessments in Year 7 have shown that our most vulnerable lower ability students have been negatively impacted by lockdown. Tom Pinkstone (OAT English Advisor) has experience of this approach and has advised that it will be effective for this cohort of students.	Use of internal tracking data Repeat of GL reading Age Assessment in Spring and Summer 2021. Compare progress	Zoe Green Kate Spalding - Faculty Leader for English Oliver Forster	
Total budgeted cost					

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?
Focus on Pastoral intervention and mentoring in all years to ensure that there are no 'wasted years' before KS4 begins.	Move to House system to ensure that students have continuity of pastoral care from year to year. Two of the Heads of House are non-teaching to provide additional capacity to support. Where needed they support students in other houses.	2015 DfE document 'KS3 – The wasted Years'. Evidence that by Year 8 PP pupils were less likely than non-PP pupils to be in higher sets and more likely to have poor attendance and behaviour. EEF Toolkit states that behaviour interventions can give 3+ months of impact.	Line management by Assistant Principal. Analysis of key progress data, attendance data and behaviour data.	J Stubbs - AP	Monthly
To ensure that all Y11 PP students get appropriate guidance and support to make good choices for future training and education and that none are NEETs.	Careers and Raising Aspirations mentor (B Wingfield) along with D Jenkins (Head of Careers) to ensure that all Year 11 PP students receive high quality independent careers advice by February 2021 including students who are non-attenders or in alternative provision. Also, to QA all Y10 work experience placements to ensure that they are aspirational, appropriate and worthwhile.	Awaiting data	A Pape – Line manager for Careers, will monitor and quality assure	D Jenkins A Pape - Assistant Principal	Monthly tracking at Line management and termly at SLT level.
Student Support Mentor, to ensure that as part of the cohort that she works with, PP students are prioritised where appropriate.	The member of staff is dedicated to proving assertive mentoring and support academic and pastoral challenges from	Whilst all students could potentially need support, is more likely that students experiencing deprivation will require support for mental health and well-being. (Reference – DfE – Mental	Review of PP students accessing support compared to non-PP students.	J Birkin – Learning Support Mentor.	Monthly.

	KS3 and into KS4. This costing included dedicated PP time, counselling and support, parental liaison, lesson drop-ins, etc.	Health and Wellbeing provision in schools. 2018).		J Stubbs – Assistant Principal	
To ensure that attendance amongst PP students improves to National average.	S Foster – Attendance Welfare Office – runs a targeted intervention and reward programme designed to track, support and intervene with poor attenders in the cohort and to improve the overall and persistent attendance to be at least in line with national.		J Stubbs – Assistant Principal and lead on attendance will line manage implementation and then track and monitor and report to SLT and governors.	J Stubbs – Assistant Principal S Foster – Attendance Welfare Officer	Weekly
To ensure that all PP students have access to visits which are a compulsory part of the curriculum and where possible to educational visits that enhance their school experiences and cultural capital. - Note – this is to be reviews in light of Covid-19	Financial support for those families needing assistance with educational visits.	Educational visits are compulsory parts of some curriculum areas (e.g. GCSE Geography) and all students must have equality of access.	O Forster – Vice Principal - has oversight of the PP budget and assesses every request before signing off.	O Forster	Monthly
That all PP students are able to travel to school.	Support for PP students with travel.	Most OIEA students walk to school, however PP funding can be used to support students who have further to travel. This could be for example to reach alternative provision, a managed move placement or work experience placement.	O Forster – Vice Principal - has oversight of the PP budget and assesses every request before signing off.	O Forster	Monthly

To ensure that PP students have access to music tuition.	Support for PP students with music lessons.	Music lessons can be up to £351 per year which is beyond the reach of many families.	O Forster – Vice Principal - has oversight of the PP budget and assesses every request before signing off. K Selby – Music teacher – tracks attendance at lessons and reports to O Forster.	K Selby – Music teacher O Forster	Half Termly
For all students to be able to attend school wearing the official OIEA uniform.	Financial support for those families needing assistance with school uniform.	Feedback from parents/carers when contacted about their son or daughter not having the correct uniform.	Requests for support forwarded to O Forster by Heads of Year. He has oversight of the PP budget and assesses every request before signing off.	Heads of Year O Forster	Half Termly
To have a small fund to allow Faculties to apply for specific initiatives to support the progress of PP students as they arise through the academic year.	Pupil Premium Faculty Fund		Requests for funding forwarded to O Forster by Middle Leaders and./or the Senior Leadership team. He has oversight of the PP budget and assesses every request before signing off.	Senior Leadership Team Middle Leaders	Half termly
To undertake early help assessments and be lead professional in team around the family to ensure intervention for vulnerable children. To support our most vulnerable pupils and their families, linking them with appropriate outside agencies. Increasing student attendance at the academy along with positive outcomes at the end of Year 11, ensuring that they succeed in life.	Appointment of in-house Early Help Worker to work and support our most vulnerable pupils and their families, linking with outside agencies where appropriate.	The local multi agency teams have been dissolved and the role of early help has been allocated to schools.	Weekly line management meetings with DSL and Deputy DSL.	Jo Stubbs - Assistant Principal	Half termly

Increased attendance and reduction in gap between PP and other group	To support our most vulnerable pupils and link with outside agencies where appropriate.	Safeguarding Officer at the academy. Attending all child in need meetings and child protection conferences.	Weekly line management meetings with DSL. Annual safeguarding audit and monthly meetings with Safeguarding Governor. Termly safeguarding report to governors.	Jo Stubbs - Assistant Principal	Half termly
Increased attendance and reduction in gap between PP and other groups.	Provision of Breakfast Club whereby vulnerable students are able to have a drink and breakfast prior to starting school. The club is supervised with a member of the MDS Team.	To ensure vulnerable students have a facility whereby breakfast and drinks are served prior to them beginning the school day.	Meeting with Breakfast Club Worker and Catering Manager. Case studies on students.	O Forster - Vice Principal & Lyn Ashby - Business Manager	Half termly
Total budgeted cost					

