

Pupil premium strategy statement

School overview

Metric	Data
School name	Ormiston Ilkeston Enterprise Academy
Pupils in school	893
Proportion of disadvantaged pupils	43.23%
Pupil premium allocation this academic year	£328757
Academic year or years covered by statement	2020-21
Publish date	June 2021 <small>(Note – in new format seen here, provided by DfE in June 2021)</small>
Review date	July 2021
Statement authorised by	Nia Salt
Pupil premium lead	Oliver Forster
Governor lead	Trevor Hunter

Disadvantaged pupil performance overview for last academic year

Progress 8	Not calculated in 2019-20 by DfE
Ebacc entry	12.9%
Attainment 8	3.89
Percentage of Grade 5+ in English and maths	25.7%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 cancelled due to Covid disruptions.	August 2021
Attainment 8	40.0	August 2021
Percentage of Grade 5+ in English and maths	35%	August 2021
Other		
Ebacc entry	25%	August 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure all students, including PP students experience consistently good and outstanding teaching and learning that is tailored to their needs.
Priority 2	Implementation of writing strategy in 2020-21 to ensure that all PP students benefit from them. Analysis in English had shown that previously PP students underachieved in writing questions compared to other sections.
Barriers to learning these priorities address	Improved confidence and skills in writing to enable students to access learning in the classroom and in assessments including formal assessments, so that they can successfully demonstrate what they know, understand and can do.
Projected spending	£4175 for Show my Homework £20000 – CPPD £7500 – Booster classes/intervention

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use of GL assessment to support the identification of students who are in need of catch up provision. Note - Y7 testing (Reading age, CATS, PASS and Eng, Maths, Science tests paid for by OAT). OIEA is funding Pass tests for Years 8 to 11 and Reading age tests (twice a year) for Years 8 to 10. Also use of ClassCharts to share and utilise data to support students.
Priority 2	For all students by the end of year 7 to have improved their reading ages and to be able to access the curriculum.
Barriers to learning these priorities address	Lockdown 1 has seen Year 6 students miss a significant amount of school and Reading Age tests showed that as a cohort, reading ages were below that expected. Reading age information allows teachers to ensure that lessons are targeted at the reading ages of the specific students in their classes so that all students can access the curriculum and make positive progress.

	<p>HTLA working with students with low literacy levels/reading ages as an option subject.</p> <p>These are additional classes run in Years 9 and 11 for students who are struggling to access GCSE and Vocational curriculums. Of the students in the classes, 78% are PP.</p>
Projected spending	£4645. Literacy support – whole school £64619. Literacy support – SEND dept.

Wider strategies for current academic year

Measure	Activity
Priority 1	For Key Stage 4 students to receive individualised academic support through the Learning Zone
Priority 2	<p>The OAT English advisor is working for two days per week in the Academy supporting achievement and development in English and Literacy. This has included tutoring small groups of students (mainly PP) who were at risk of underachieving.</p> <p>The advisor has also supported the development of the whole school literacy strategy and given guidance and support to NQT and RQT colleagues in English to ensure that they are able to teach and support all of their students effectively.</p>
Barriers to learning these priorities address	Students who had anxiety about returning to school post-lockdown, and who were at risk of low attendance and underachievement, are supported academically in the Learning Zone so that they achieve and feel positive about being in school.
Projected spending	Learning Zone - £31000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Monitoring quality of remote learning and live lessons during lockdown.	Subject Leaders and SLT line managers were invited to all live lessons to ensure that Quality assurance could continue.
Targeted support	Some students did not engage fully in their	Students who had IT issues at home were loaned laptops and dongles.

	learning during lockdown one.	<p>Students who were identified as having low engagement in lockdown one were targeted for support (e.g. English small group intervention with OPAT advisor) in Autumn term 2020.</p> <p>November mock exams were run to identify which student needed continuing support and cohorts for support amended as needed.</p>
Wider strategies	<p>The challenge of doing assessments under controlled conditions under lockdown, increased the challenge of tracking progress.</p> <p>Coursework was also a challenge for some students in lockdown, particularly in subjects where they needed access to specific resources (e.g. IT, Art, DT)</p>	<p>Formal assessments were planned from when Y11 returned in March 2021 to allow colleagues to have high quality data to use to identify students who needed additional intervention and support.</p> <p>The Assistant Principal with responsibility for vocational education, coordinated and monitored a programme of catch-up sessions and drop-down days to enable students to be successful in their subjects.</p>

Review: last year's aims and outcomes

Aim	Outcome
Implementation of new feedback and homework policies in 2019/20 to ensure that all PP students benefit from them.	<p>All but 112 of our Y7 to Y10 students were able to access work during lockdown via ShowMyHomework.</p> <p>The 112 students (37 in Y7, 25 in Y8, 27 in Y9 and 24 in Y10) who could not access ShowMyHomework, were sent packs of work in the post. Copying and postage paid for from the intervention budget</p>
<p>Improve the effectiveness of interventions at KS4.</p> <p>Note: Post March 2019 GCSE courses for Year 11s in effect ended due to the cancellation of Year 11 exams. This was before much of the intervention budget</p>	<p>In 2020-21 James Lockhart – Assistant Principal has been in charge of vocational education at OIEA. This has been very effective as he has oversight of the tracking of all students in vocational and is able to prioritise intervention for departments/students who need it.</p>

<p>had been spent (e.g. there were no half term or Easter revision courses). The intervention budget was utilized in part to support student who were working at home. Investments were made in:</p> <ul style="list-style-type: none"> • Reprographic and postage costs to send work to students who lacked IT access. • Copies of key English texts so that PP students had copies to read and annotate at home. <p>Art packs for all PP Art GCSE students so that they could complete coursework at home</p>	<p>Drop-down days/catchup session where students are able to focus for an extended period of time on subject proved very effective for current Year r11 students. They are now being planned for current Year 10 students who have been affected by Covid-related disruptions to attendance, with the aim that all students are on track by November 2021.</p>
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