

Pupil premium strategy statement

This statement details OIEA's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ormiston Ilkeston Enterprise Academy
Number of pupils in school	942
Proportion (%) of pupil premium eligible pupils	41.61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Nia Salt
Pupil premium lead	Oliver Forster
Governor / Trustee lead	Trevor Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345551
Recovery premium funding allocation this academic year	£50315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43907
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£400263

Part A: Pupil premium strategy plan

Statement of intent

The mission statement for OIEA is 'Believing that outstanding education transforms lives. Persisting until we succeed'.

The Pupil Premium Strategy Plan for OIEA is focussed on ensuring that this mission is successful for all students, no matter the disadvantages that they may experience in their lives. The Education Endowment Foundation states that 'Research has found that disadvantaged pupils have been worst affected by partial school closures and that the attainment gap has grown as a result of national lockdowns'.

The ultimate aims of our Pupil Premium plan are to:

- Successfully identify all Pupil Premium students who have barriers to learning and achievement, whatever the cause. Students can only be supported and helped when school and home know that they need it.
- Provide the highest quality of teaching so that all students, including PP students, experience consistently good and outstanding teaching and learning that is tailored to their needs.
- Plan and implement individual support for those PP students who need it so that they can achieve to their potential.
- For all PP students to achieve the outcomes needed to progress to their chosen 'next steps' at Post 16 level

The key principle of the plan is to provide the support and high quality teaching needed so that all students can successfully access the OIEA curriculum and make positive progress from their own starting point.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy – external assessments (E.g., SATs tests, GL Assessment CATs tests, reading age tests and spelling tests) and internal assessment, have identified that low levels of literacy are a key barrier to accessing the curriculum. For example, when the 2021-22 Year 8 cohort entered the Academy, 30.7% of students had a reading age of 9 years, or lower.

2	Attendance – Although attendance as of Oct 2021 is above national averages, attendance nationally has declined, and this picture has been mirrored at OIEA. Of the students who are persistently absent 55% are PP compared to a school cohort of 40% PP (measured over first 6 weeks of Autumn term 2021)
3	Aspirations – Some PP students do have high aspirations for their future education and career aspirations. A lower percentage of PP students come from homes where parents and carers have undertaken higher level education compared to non-PP students.
4	Confidence – Confidence in own learning abilities is low. GL Assessment PASS tests were completed for Years 7 to 10 in July 2021. They showed that for all year groups, Pupil Premium students assessed themselves more negatively in the categories of ‘Self-regard as a learner’ and ‘Confidence in learning’ compared to non-PP students. This increased as the students got older.
5	Deprivation – OIEA serves a number of wards which have high levels of deprivation. For example, the 2019 Index of Multiple Deprivation shows that parts of our catchment are ranked 227 out of 32844 neighbourhoods in England for deprivation. Deprivation at home means that some families struggle to provide support for students to access school e.g., uniform, breakfast, IT access, trips, music lessons, extra-curricular activities. In addition some students have complex social and medical needs, which require intensive pastoral support.
Outcomes: All of the above challenges amalgamate to mean that for some PP students, their chances of achieving the outcomes that without support and intervention, their potential deserves are reduced. The strategy plan is focussed on negating these challenging and maximising their outcomes personal, social, and academic outcomes.	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Literacy – students improve their skills and confidence with reading so that they can access their curriculum	GL assessment Reading age test data shows improvement from their starting point. QA (e.g., ‘Closer Looks’) show that students are supported and are confident in accessing the language needed for academic success and for life.
Attendance: As attendance improves further, students who had previously had low attendance, show improvement in progress, behaviour and attitude in school and percentage of PP students who are	Reduction in percentage of PP students who are persistently absent over time. Attendance of PP students in all three years to be above National Average.

Persistently Absent has improved to be lower than National Average	
Aspirations – PP students will, where appropriate, access Level 3 courses when they progress onto their post-16 education.	Increase in the proportion of students who progress onto level 3 courses or apprenticeships at KS5. Zero NEETs (unless unavoidable due to ill health)
Confidence – There is an increase in the confidence of PP students shown in their learning abilities over the three years of the plan.	GL Assessment PASS tests show an rise in the key categories of ‘Self-regard as a learner’ and ‘Confidence in learning’, for PP students.
Attainment – The attainment of PP students has improved to be above National Average	Attainment of PP students in all three years to be above National Average.
Teaching and Learning – All students, including PP students, experience consistently high levels of teaching and learning that meets their individual needs.	Quality assurance data consistently shows that students are progressing and that the individual needs of students are being met across the curriculum. Outcomes for students at KS4 are above national average.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus of lesson observations, learning walks, work scrutiny etc. on PP students and in particular the uses of Personal Learning Plans in class to identify and provided individualised support to PP students to ensure all students experience high quality teaching and learning.</p>	<p>This approach is following the tiered model recommended in the EEFs Guide to Pupil Premium. High quality teaching and learning.</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,</p>
<p>Implementation of writing strategy in 2021-22 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.</p>	<p>OIEA had a PP review in June 2019. This identified that extended writing skills was a key focus area for improving progress and outcomes. Subsequent to this the OIEA writing strategy was introduced. The impact of two lockdowns on the confidence of students in this area, has meant that continued implementation and monitoring of the strategy is vital.</p>	<p>1,4</p>
<p>Continued CPPD Focus on PP to ensure that the quality of Teaching and Learning and intervention and support for PP students in the classroom, continues to improve. This is to ensure that strategies that are effective with PP students are an integral part of CPPD in the Academy.</p>	<p>This is informed by the EEF approach that states that schools should 'Reinforce initial training with follow-on coaching within the school' Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>This approach recognises that professional development to support students must be tailored to individuals and that high quality personalised T and L supports confidence and attendance in students.</p>	<p>1,2,4</p>
<p>Use of GL assessment to support the identification of students who</p>	<p>As SATs were not undertaken by the 2021-22 Year 7 and 8 cohorts, the use</p>	<p>1,2,3,4</p>

are in need of catch-up provision. Note - Y7 testing -Reading age, CATS, PASS and Eng., Maths, Science tests - funded by OA). OIEA has funded: CATs tests, Reading and Spelling Tests, PASS tests and English, Maths and Science tests for Year 8 and Pass Tests and Reading tests for Years 9 and 10.	of CATs test to identify gaps is essential. Reading Age and English, Maths and Science tests support identification of students who have a gap. PASS tests indicate if a student needs emotional and well-being support. Current Year 9 to 11 cohorts have also undertaken Reading age tests as a measure of the impact of lockdowns on their literacy.	
For all students by the end of year 7 to have improved their reading ages and to be able to access the curriculum. To ensure this, Literacy lessons are timetabled for all Y7 students. The lessons follow 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.	GL assessments show that upon entry to the Academy, many current Year 7 students, including a disproportionate number of PP students, have literacy skills which affect their ability to access the curriculum with confidence. The impact has been greatest with the most able. For the current year 9 cohort – the last to do SATS – 9.7% gained an average scaled score of 115 or higher and 28% gained 110 or higher. Using the GL assessment CATs scores for current year 7 this is less than 0.5% for 115+ and 5.1% for 110+	1,2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday and afterschool booster classes. 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	Research by the National Tutoring Programme shows small group tuition is an extremely effective intervention in a student's learning, with private tuition having the ability to boost progress by three to five months . However, research from the Sutton Trust shows that only 18% of pupils from the least affluent families have been able to access tuition, compared to 43% of pupils from the most affluent families.	4, 5
Identified students in Year 10 and Year 11 receive	This is a KS4 facility designed to provide withdrawal support for	2,3,4,5

<p>individualised support through the Learning Zone. This also includes support for those students who are not able to access the school site due to health issues.</p>	<p>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 EEF Toolkit states that small group tuition can give 4+ months of impact and individual tuition can give 5+ months of impact.</p> <p>The Learning Zone was very effective in 2020-21, particularly with students who had social and emotional issues, for who attending school was a challenge after the second lockdown. Students were able to access resources and facilities to catch up that they did not have access to at home.</p>	
<p>For students to achieve positive progress in vocational subjects which offer positive progression routes to many PP students, particularly those who have found a mainstream educational environment to be challenging. Vocational education is led by James Lockhart – Assistant Principal with the support of Ian Bamford – BTEC Lead</p>	<p>Vocational courses can positively support the re-engagement of some disengaged students, due to the focus on coursework. DFE research has long shown that students who have struggled to engage at KS3 can be reengaged by effective and well supported Vocational Education. DFE-RR165.pdf (publishing.service.gov.uk)</p>	<p>2, 3, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of new Role of Head of Year 7 to ensure that students affected by Covid lockdowns make a successful transition to secondary school</p>	<p>Data (including CATS data, behaviour data, Attitude to learning data and PASS data) in 2020-21 indicated that Year 7 students had increased challenges in making the transition to secondary school due to the multiple impacts of</p>	<p>2, 4, 5</p>

	<p>Covid. Therefore, for the 2021-22 Y7 cohort, a dedicated Head of Year 7 has been appointed to provide the additional capacity to support the needs of students and their families.</p> <p>CATs data for current Year 7 shows a continuing pattern of Covid interruptions having impacted upon progress. For example, the number of students with SATs equivalent scores of 110 and above for reading and Maths is only 20% of the number of students in current Year 9 who were the last cohort to take 'normal' SATs.</p>	
Y11 PP students get appropriate guidance and support to make good choices for future training and education and that none are NEETs.	To quote Gatsby, 'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.' Students who know what next steps they are working towards and why, are more focussed, attend more and achieve higher outcomes. Good Career Guidance Education Gatsby	3, 4, 5
C Eccleston and S Foster – Attendance Team – run 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.	DFE research shows the impact of well led, data focussed attendance systems, in building the relationships and channels of communication needed to improve attendance. The team plan and deliver intervention in collaboration with the pastoral, support and teaching teams. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	2, 5
Funding to ensure that PP students can access school and the wider school curriculum and enrichment activities, to broaden their cultural capital and support personal growth and confidence. Includes funding for music lessons, educational visits, uniform and transport.	<p>Research shows that nationally the education gaps between advantaged and disadvantaged students start early and widen at every stage of education. Many children with advantage, unknowingly acquire n understanding of the world around them through having more opportunities for travel, tuition, access to books and cultural opportunities etc.</p> <p>The PP plan at OIEA funds opportunities for students to build their cultural capital and to become culturally rich.</p>	1, 3, 4, 5

