

Pupil premium strategy statement

This statement details our school'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 | Cliff Park Ormiston Academy |
| Number of pupils in school | 839 |
| Proportion (%) of pupil premium eligible pupils | 38.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2021-July 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | February 2022 and July 2023 |
| Statement authorised by | |
| Pupil premium lead | Z. Cameron/D. Clarke |
| Governor / Trustee lead | K. O'Connell |

Funding overview

| Detail | This academic year | Projected next two years 22-24 |
|--|--------------------|--------------------------------|
| Pupil premium funding allocation | £310,375 | £620,750 |
| Recovery premium funding allocation | £47,125 | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £0 |
| Total budget If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £350,500 | £620,750 |

Part A: Pupil premium strategy plan

Statement of intent

Our strategy plan is designed to improve and support Pupil Premium outcomes - attainment, progression to College/Apprenticeship, attendance, literacy and numeracy, cultural capital and behaviour eliminating the gap in all measures between peers in the academy and national figures.

Identified Barriers:

Barrier 1: Students enter the academy with depressed levels of Literacy and Numeracy in comparison with the national average. Due to the COVID-19 pandemic this barrier has become more pronounced.

Barrier 2: The attendance of disadvantaged students is below those not in receipt of the funding. This reduces their school hours and causes them to fall behind.

Barrier 3: The behaviour of disadvantaged students is below that of those not in receipt of the funding. Some of our disadvantaged students require additional support or an alternative curriculum to meet their needs.

Barrier 4: Many of our most disadvantaged students have not had anyone in the family attend University, so do not have the same level of knowledge at home to draw from when considering future options. In addition, resources at home such as the internet, books, stationary, quiet space to work can be limited. The most disadvantaged, poorest students make up just 2% of university places at Russell Group Universities.

Barrier 5: Our disadvantaged students may not have had the same access to as wide a range of enrichment activities as their peers. As an academy we firmly believe that access to enrichment is vital for all students' social, moral, spiritual and cultural development. Some families are struggling to afford a contribution towards trips, stationery and uniform. Also, our disadvantaged students would not have had the opportunity to travel, experience cultural visits and as a coastal town would not have opportunities to interact with students from a variety of backgrounds.

Barrier 6: Our disadvantaged students who are also SEND have added barriers to academic attainment and often do not receive appropriate parental support and guidance at home that would enable them to succeed and overcome.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Disadvantaged students entering the academy with depressed levels of literacy and numeracy compared to their peers. |
| 2 | Disadvantaged students enter the academy with previous poor attendance and due to pressures and attitudes within the home continue to have poor attendance compared to their peers. |
| 3 | Disadvantaged students demonstrate a negative trend in behaviour figures that reflects their personal challenges in terms of SEMH and positive engagement in their learning. |
| 4 | Disadvantaged students need more support and signposting, so they have increased understanding of their potential career and work options |
| 5 | Disadvantaged students do not have opportunities to experience extra-curricular activities, cultural activities, and opportunities to travel and widen their knowledge beyond the local coastal area. |
| 6 | HPA PP students are not achieving their academic potential and challenge target – need to close the gap with HPA peers |

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 |
|---|---|
| Disadvantaged students perform as well as their peers in English and Maths GCSE and in comparison, to National Outcomes | PP students achieving their challenge targets in English and Maths GCSE |
| Disadvantaged students achieving 95% attendance and over | By July 2022, no gaps in attendance between PP and non-PP students |
| In all behaviour measures, the gap between PP and non-PP students has narrowed | C2,C3, C4, Inclusion and FTE figures decrease so that the gap between PP students and non-PP students decreases substantially |
| Disadvantaged students receive financial support for all visits, cultural activities and enrichment activities | 100% of PP students in further education, training or apprenticeships and tracked for 2 years. Attendance at all enrichment activities (95%) |

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)

Budgeted cost: £36,338.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Read Aloud Programme (14,000)</p> | <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>EEF source</p> | <p>1</p> |
| <p>TA – support Homework Club (£12,000)</p> | <p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p>EEF</p> | <p>1 / 4</p> |

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|--|---|------------------|
| <p>Professional development – Walkthrus - The Learning Rainforest</p> | <p><i>Teaching WalkThrus</i> is structured into three parts: ‘Why’, ‘What’ and ‘How’. Reading the ‘why’ section first is essential as it provides an overview of the key research and education ideas which form the basis for the book. Additionally, there is an engaging explanation of the rationale for the use and design of Oliver Caviglioli’s visual instructions. This section was beneficial as a quick primer and reminder of Rosenshine’s <i>Principles of Instruction</i>, Daniel Willingham’s <i>Why Don’t I like School?</i> and Ron Berger’s <i>An Ethic of Excellence</i>.</p> <p>It covers strategic methods to “engineer professional learning processes” so that they are “effective and sustained”. The first WalkThru of this section explains the ADAPT approach (Attempt, Develop, Adapt, Practise, Test), Sherrington and Caviglioli’s recommend method for implementing WalkThrus. The remaining key ideas in the ‘how’ section focus on how to use WalkThrus in observations, instructional coaching, as part of a CPD cycle and in order to solve learning problems.</p> | <p>3 / 6</p> |
| <p>CPD for English/Maths department – no dip in Year 7 transfer</p> | <p>Please refer to Ofsted The Wasted Years findings and although dated 2015 still highlights key issues.</p> <p>Ensure that Year 7 have sufficient challenge in English and Maths curriculum – adopting OAT curricular</p> <p>Emphasis on the teaching of Key Stage 3 – ensuring staffing is a priority. Knowledge Organisers to support students extended learning and pre-learning and with parents</p> | <p>1 / 3 / 6</p> |
| <p>Regional Lead Practioner OAT Maths/English</p> | <p>Greater impacts (such as four additional months progress) can be achieved when classes are intensive, well resourced, and involve small group tuition by trained and experienced teachers/TAs.</p> <p>Ensure all students reach their full potential, particularly in the crucial Core subject areas. PP students will benefit from support with their revision and gaps in</p> | <p>1 / 3 / 6</p> |

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|-------------------------------|---|-----------|
| | learning with specialist teachers and resources. | |
| TA SEND Specialist / literacy | 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. | 1 / 3 / 6 |

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

Budgeted cost: £ 106,804.75

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Maths, English and Science – 1 to 1 tutor and small group work. | <p>Greater impacts (such as four additional months progress) can be achieved when classes are intensive, well resourced, and involve small group tuition by trained and experienced teachers/TAs.</p> <p>Ensure all students reach their full potential, particularly in the crucial Core subject areas. PP students will benefit from support with their revision and gaps in learning with specialist teachers and resources.</p> <p>To aid independent study and ensure access to appropriate resources.</p> <p>Directed and targeted support for students to support catch-up particularly targeting Years 10 and 11 the exams.</p> | 1 / 3 / 6 |
| Specialist Level 3 TAs | <p>Greater impacts (such as four additional months progress) can be achieved when classes are intensive, well resourced, and involve small group tuition by trained and experienced teachers/TAs.</p> <p>Ensure all students reach their full potential,</p> | 1 / 3 / 6 |

| | | |
|--------------------|--|-----------|
| | particularly in the crucial Core subject areas. PP students will benefit from support with their revision and gaps in learning with specialist teachers and resources | |
| Holiday Revision | The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school. It is most effective when parents support and are communicated with. EEF | 5 / 6 |
| Revision Booklets | Ensuring pupil premium students have access to support their revision. However, evidence suggests that pupil premium students need support, advice and guidance on how best to utilize revision guides. Also, parent support is vital and can improve the progress of students by 3 months+. Parents can support their children by encouraging them to set goals, plan and manage their time and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks. | 5 / 6 |
| Maximize Potential | From the research, it is clear that aspirations for the future within socio-economic groups are complex and in order for there to be identifiable gains there needs to a direct connection between raising aspirations/goals and practical advice. Maximize Potential is an outside provider that does offer practical advice and guidance on revision skills and time management. | 5 / 6 |
| Literacy Strategy | The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities and involve activities and texts that provide an effective, but not overwhelming, challenge. | 1 / 3 / 6 |
| GCSE Pod | To aid independent study and ensure access to appropriate resources. Directed and targeted support for students to support catch-up particularly targeting Years 10 and 11 the exams. | 4 / 6 |

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

Budgeted cost: £ 210,595

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Counsellor – ADDITIONAL DAY | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Pupil Premium students are more likely to receive sanctions for low level disruption than their peers and intervention strategies that support self-regulation can have 4 months + improvement on attainment. | 3 |
| Alternative Provision Mentor | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 3 |
| Emma Whymark – Changing Behaviour Mentor ADDITIONAL DAY | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 3 |
| Behaviour for Learning Mentor Year 11 | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 3 |
| Attendance – new team | Pupil premium students tend to have higher PA levels and lower attendance than their peers. The new attendance team are targeting vulnerable groups. | 2 / 3 |
| Community Leads Key mentors for students | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. | 3 |

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|-------------------|--|---|
| | Pupil Premium students are more likely to receive sanctions for low level disruption than their peers and intervention strategies that support self-regulation can have 4 months + improvement on attainment. | |
| On-Call Manager | <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Pupil Premium students are more likely to receive sanctions for low level disruption than their peers and intervention strategies that support self-regulation can have 4 months + improvement on attainment</p> | 3 |
| Inclusion Manager | <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Pupil Premium students are more likely to receive sanctions for low level disruption than their peers and intervention strategies that support self-regulation can have 4 months + improvement on attainment</p> | 3 |

Total budgeted cost: £ 353,737 (£3,263)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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