

Pupil premium strategy statement

Pupil Premium 2019/20

The government has provided Pupil Premium funding for schools in proportion to the number of students who have claimed Free School Meals in the last six years (FSM) Ever 6. The Academy is free to decide how to best use this funding with a clear intention from the government that it should be used to support the learning of the target group of pupils and to close the attainment between these and the other pupils.

Barriers and Strategy

In order to ensure that pupils at Herman, who experience barriers to educational achievement and therefore qualify for the pupil premium grant 2019/20 make as much educational progress as their peers, experiencing the same levels of enjoyment and welfare as their counterparts, the Academy's strategy is to secure for them access to a broad range of additional resources and stimuli such as books, opportunities to enjoy music and other cultural elements. Aspects of expenditure are purposefully designed to provide adequate nourishment on a daily basis, raise pupil's levels of motivation, improve their personal organisation and their literacy standards. Additionally, the Academy acknowledges the importance of ensuring that pupil premium funding expenditure also develops parental engagement and family support where necessary and appropriate. Further, the strategy ensures effective coaching and mentoring where it is required in order to prevent and eradicate, for example, any instances of bullying.

School overview

Metric	Data
School name	Ormiston Herman Academy
Pupils in school	347
Proportion of disadvantaged pupils	46%
Pupil premium allocation this academic year	£187,440

Academic year or years covered by statement	2019-2021
Publish date	Dec 2019.
Review date	Nov 2020.
Statement authorised by	Chair of Govs.
Pupil premium lead	K Rutherford
Governor lead	J Cutchey

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.0
Writing	-0.48
Maths	2.61.

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	65%
Achieving high standard at KS2	19%

Measure	Activity
Priority 1	To further train all staff in the teaching and assessment of reading and writing including the development of phonics and spelling
Priority 2	To train staff in the practice of developing vocabulary to improve reading and acquisition of knowledge
Priority 3	To further train staff in the teaching of problem solving in Mathematics
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£43,847

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress score for disadvantaged boys in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Sustain above average KS2 Mathematics	Sept 21
Phonics	Achieve threshold for disadvantaged pupils	Sept 21

Other	Improve attendance of disadvantaged pupils to national average	Sept 21
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group/one to one regular intervention programmes based on assessment of gaps
Priority 2	Whole school strategies for the targeted use of Tier 2 and Tier 3 vocabulary and the effective use of talk
Priority 3	Establish small group/one to one regular intervention programmes
Barriers to learning these priorities address	Accessing wider reading opportunities and the use of wider vocabulary to gain knowledge to think
Projected spending	£76,305.

Wider strategies for current academic year

Measure	Activity
Priority 1	To train staff in the further development of a relevant curriculum that supports the effective development of social and emotional skills
Priority 2	To further develop opportunities for enrichment provision
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£73,868

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET, staff meetings days and additional cover being provided by additional teachers.
Targeted support	Ensuring enough time for Leaders to monitor impact of intervention	Strategic monitoring systems in place at class and leadership levels.
Wider strategies	Engaging the families facing most challenges	Strategic monitoring and collaboration between Family Support and Enrichment lead

Review: last year's aims and outcomes

Aim	Outcome
Progress in reading and writing	Reading – 1.0 Writing - -0.48
Progress in Maths	Maths – 2.61
Outcomes in Phonics	Phonics – 83%

