

Pupil premium strategy statement October 2019

Introduction to the Pupil Premium Grant

Ormskirk School is committed to ensuring all our students achieve their full potential by providing outstanding classroom teaching daily, through robust quality assurance systems, through identifying and working hard to remove barriers to learning through high quality interventions.

The Pupil Premium Grant (PPG) funding is additional funding given to schools so that they can support their disadvantaged students and close the attainment gap that exists between them and their peers.

The Government believes that the Pupil Premium is “the best way to address current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” Department for Education.

The PPG fund will be used to provide additional educational support to raise the standard of achievement for children entitled to FSM in the last six years (FSM6), children in care (CLA) and for children of parents in the armed forces.

How Ormskirk uses the Pupil Premium Grant to strengthen outcomes, personal development, behaviour and safety

In line with the rationale for the Pupil Premium Grant, set out by the Department for Education, Ormskirk School aims to support our disadvantaged students through target-ed intervention and whole school initiatives both academic and pastoral.

The primary focus will be to accelerate progress in the core subjects, particularly in English and Maths through quality first Teaching and Learning, 1:1 tuition, small group work and external intervention.

It is also important to recognise that not all vulnerable and / or disadvantaged students are registered for FSM. Discretion will therefore be used in allocating PPG funding to students who the school has identified to be vulnerable and / or disadvantaged as per Prof Becky Allen’s recent research and presentation at ResearchED in September 2018.

PPG funding is allocated following annual needs analyses, which identify our priorities.

Staff at Ormskirk are very clear that PPG does not mean low ability and all interventions with this group of students must improve educational attainment.

The Sutton Trust

The Sutton Trust works to combat educational inequality and prevent the subsequent waste of talent. We are particularly concerned with breaking the link between educational opportunities and family background, and in realising a system in which young people are given the chance to prosper, regardless of their family background, school or neighbourhood. Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes. Because, here at

Ormskirk School, we want to make sure that we remove as many educational barriers as possible, we use the recommendations of The Sutton Trust toolkit to guide our practice.

School overview

Metric	Data
School name	Ormskirk School
Pupils in school	1427
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£274,765 - £282,965 (includes out of county)
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2019
Review date	October 2020
Statement authorised by	George SLAWINSKI
Pupil premium lead	Sarah COULSON
Governor lead	George SLAWINSKI?

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.75
Ebacc entry	25.5%
Attainment 8	37.33
% Grade 5+ in English and maths	23.6%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22
Other	Improve attendance to national average	Sept 22
Ebacc entry	Achieve at least national average EBacc Entry for all pupils	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1	Consistent application of agreed criteria for “Truly Great Teaching and Learning at Ormskirk School”, based on annual <i>Making Every Lesson Count</i> CPD strategy.
Priority 2	Buy-in and embed Accelerated Reader across KS3 and KS4 to ensure accurate reading ages are available to inform teacher planning and pupils have access to appropriate reading material for DEAR.
Priority 3	Whole school literacy action plan to address gaps in tier 2 and 3 vocabulary including: focus on subject-disciplinary language, knowledge organisers, marking for QWC, oracy and opportunities for extended writing.
Barriers to learning these priorities address	Adequate time for departments to plan curriculum and review pedagogy in light of each half-termly focus: Challenge, Explanation, Modelling, Practice, Questioning, Feedback.
Projected spending	£177,839

Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted literacy interventions in Year 7 for low prior attaining/ inferior reading age v chronology disadvantaged pupils.
Priority 2	Membership of PiXL to provide a more strategic approach to GCSE planning including: use and timing of assessments, personalised feedback further to standardised marking of PPEs, subject specific interventions for individuals to close identified gaps, SLT mentoring for specific young people, who may be struggling for a variety of academic/ pastoral reasons, information evenings for parents to increase engagement and improve support made available.
Priority 3	Hardship fund to overcome social disadvantage and identified barriers to learning e.g. theatre visits, school trips, revision guides etc.
Barriers to learning these priorities address	Staff response to significant changes in practice and possible workload issues.
Projected spending	£80,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing attendance and punctuality of disadvantaged pupils as a result of strategic home visits to support.
Priority 2	Improving behaviour owing to <i>Making every Lesson</i>

Measure	Activity
	<i>Count</i> strategy: attitude to learning awarded per lesson to provide pupils with the opportunity to get back on track more quickly and parents the information they need via Classcharts to best support school and its aims.
Priority 3	Decreasing fixed term and permanent exclusions for disadvantaged cohort further to participation in Whole Education's Spirals of Inquiry (pupil led school improvement) and NFER reducing exclusions trial.
Priority 4	Personal approach to conversations with parents, including increased number of panel meetings with pastoral teams (HoY and Assistant HoY with SLT) to agree strategies to overcome identified barriers to good conduct.
Barriers to learning these priorities address	Time pressures: availability of staff to prioritise these approaches over others when dealing with day-to-day issues also.
Projected spending	£144,325

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and that subject CPD is impactful.	<p>Use of INSET days, twilights and fortnightly subject pedagogy development meetings – Dedicated subject CPD time for departments to plan curriculum and review pedagogy in light of each half-termly focus: Challenge, Explanation, Modelling, Practice, Questioning, Feedback.</p> <p>Supplementary CPD to only ever involve one team member from each department at a time to ensure that subject CPD time does not lose its current priority status.</p> <p>Use of lead practitioners to quality assure work in departments further to MELC initial input at the start of each term.</p> <p>Weekly T&L briefing on Wednesdays to focus on literacy to provide short, sharp input and ensure its position in teaching staff's mindset – we are all teachers of literacy.</p>

Targeted support	<p>Staff response to significant changes in practice and possible workload issues. Ensuring enough time for departments to manage change e.g. PiXL strategies, interventions etc.</p>	<p>Use of fortnightly subject planning development meetings – departmental time protected to facilitate this.</p> <p>Again, supplementary CPD to only ever involve one team member from each department to ensure that protected subject CPD time does not lose its current priority status.</p> <p>SLT line management to support HoDs and new Raising Standards Lead for Key Stage 4 (HB) to reduce the amount of overlap and therefore streamline whole school approach.</p> <p>HoYs and Assistant HoYs to liaise with families, progress tutors, subject tutors and HoDs to identify potential barriers to learning. New funding forms available internally to complement internal tracking to ensure the impact and value for money of spend. Monitored by Deputy Head Teacher (SDC).</p>
Wider strategies	<p>Time pressures: availability of staff to prioritise these approaches over others when dealing with day-to-day issues also - maintaining personalised approach in the face of time pressures.</p>	<p>Regular communication between SLT links and Attendance Officer/ Pastoral teams to ensure continued feasibility of such meetings/ strategies.</p> <p>Use of Year 9 to roll out Spirals of Inquiry (HoY and Associate HoY so additional capacity) to learn from experience before rolling out whole school in the future.</p>

Total number of pupils	1409	Number of pupils eligible for PP	259	
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Review of 2018-19 spend

2. Summary of recent achievement

	2017	2018	2019		2017	2018	2019
Progress 8	-0.91	-0.63	-0.75 (-0.29 non PP)	In-school data v national average for disadvantaged pupils	-0.44	-0.44	-0.45
Attainment 8	34.8	36.7	37.33 (47.71 non PP)		37	36.7	36.7
% Basics (Standard)	46%	47%	58.2% (72% non PP)		44.3%	44.5%	44.7%
% Basics (Strong)	27%	28%	23.6% (46.8% non PP)		24.5%	24.9%	24.7%
% Ebacc (Standard)	4%	14.9%	12.7% (29.6% non PP)		11.7%	12.1%	12.6%
%Ebacc (Strong)	3%	9%	3.6% (21% non PP)		9.8%	7.2%	7.4%

3. Barriers to achievement of disadvantaged pupils (identified through self-evaluation and external review)

In-school barriers	
A.	Learning activities are not always differentiated effectively enough to enable disadvantaged pupils to make progress.
B.	Some disadvantaged pupils find it harder to access and progress through the curriculum due to lower levels of literacy and numeracy than their peers.
C.	The attitude to learning and behaviour of disadvantaged students is, on average, less conducive to good progress than it is for other students.

External barriers	
D.	Average attendance rate for disadvantaged pupils is much lower than that of other students, and well below the target for all children of 95%. This reduces their learning time and diminishes progress.
E.	Some parents of disadvantaged students do not engage positively with the school and this limits the progress of these pupils. Some parents engage positively but are unable to support as effectively as they would like to.

4. Priority Outcomes				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation of Impact (Autumn 2019)</i>	<i>Learning and Action Points</i>
A.	The typicality of teaching and learning experienced by disadvantaged pupils is judged as good, with consistent behaviour management strategies and effective differentiation providing a learning environment conducive to sustained progress. Teachers make effective use of a range of pupil data to inform differentiated learning activities effectively.	<p>Quality assurance activities indicate that disadvantaged pupils experience good teaching.</p> <p>Work scrutiny and lesson observation validate judgements about quality of provision.</p> <p>Collaborative planning increases the consistency of teaching across the curriculum and class teachers make appropriate adjustments to cater for the needs of their students.</p> <p>Low level behavioural issues are minimised, enabling students to make progress in lessons.</p>	<p>Whilst there has been an investment in CPD to support teaching staff, the purpose of collaborative planning has lacked direction and consequently, has failed to have the impact expected.</p> <p>Whilst classes remain largely in mixed ability teaching groups, the use of bronze/ silver/ gold levelled learning objectives and activities has lowered the expectations of many pupils, particularly those who are disadvantaged.</p> <p>Pupil premium review in June 2019 generally reinforced findings from Ofsted with regards to standards of work. However, pupil voice and sketchbooks in Art were positive and standards of work and attitude to learning in English and at KS4 in History were positive.</p> <p><u>Ofsted findings May 2019</u></p> <p>Whole-school training has also been delivered to help teachers to improve their challenge to pupils and how pupils engage with their learning. There are signs that this is beginning to have some impact at key stage 3. However, this has not led to any significant improvement to the overall consistency of teaching and learning in</p>	<p>Whole school strategic approach required, including timely monitoring and quality assurance to ensure that strategy is having impact.</p> <p>Triangulation of work scrutiny with pupil voice to substantiate findings.</p> <p>Sharing of good practice (English and MFL noted by HMI) and support for underperforming teams to ensure impact.</p>

			<p>the school.</p> <p>There are some strengths in teaching. For example, English, modern foreign languages and many of the vocational subjects are strong. In these subjects, teachers model new learning and use questioning effectively to help pupils to deepen their understanding. Pupils are interested in their learning and are keen to improve their work.</p> <p>Teaching is not consistently good. Pupils do not have enough time to reflect on their work and make improvements.</p> <p>When teaching is effective, teachers have high expectations. Pupils, including the most able pupils, make strong gains in their learning. However, sometimes teachers do not provide pupils with appropriate challenge. Teachers do not use questioning effectively to tease out pupils' understanding.</p> <p>Some teachers do not plan learning to address gaps in pupils' knowledge. When this is the case, teaching revolves around completing tasks rather than developing learning. Consequently, learning is superficial, and some pupils do not perform as well as they should.</p> <p>Pupils' work is sometimes of poor quality; it is untidy, often unfinished and sometimes tasks are missing, particularly for boys.</p> <p>When teachers' expectations are too low, activities fail to capture pupils' interest. Pupils stop working and disrupt learning. This is not challenged consistently by teachers.</p> <p>Not all teachers engage pupils in their learning. Pupils move off task and low-level disruption often occurs as a result. This poor behaviour inhibits learning for the pupils involved and for other pupils in the classroom.</p> <p>What does the school need to do to improve further?</p> <ul style="list-style-type: none"> • Improve teaching and learning in the sixth form so that students make stronger progress on academic courses. <p>Overall Impact: Poor</p>	
B.	Intelligent use of assessment and	Annual literacy assessments show that pupils' standardised scores and	Some evidence of 1:1 interventions in Year 7 having impact but this is very limited within a small sample size.	External Literacy review with LA support.

	<p>literacy data identifies pupils in need of support and appropriate interventions improve pupils' literacy and numeracy skills, improving comprehension and allowing greater access to the curriculum and stronger rates of progress.</p>	<p>reading ages have improved.</p> <p>Effective and well-targeted interventions are in place to support disadvantaged students whose literacy and numeracy is a barrier to them accessing the curriculum.</p> <p>Disadvantaged pupils will show increasingly similar rates of progress in English and maths as other groups of pupils.</p>	<p>However, overall, the school's whole school leadership of literacy lacks focus, reflective of findings in work scrutiny.</p> <p>All Year 7 pupils have timetabled literacy lessons where use of Accelerated Reader is the focus.</p> <p><u>Ofsted findings May 2019</u></p> <p>Leaders have not used pupil premium funding effectively to bring about improvement for disadvantaged pupils. Progress for disadvantaged pupils has not improved since the last inspection.</p> <p>Teachers do not consistently develop pupils' literacy skills across the curriculum. Pupils are not supported effectively to develop their technical skills, and their writing lacks fluency. Weaknesses in this area have an impact across the curriculum, particularly in geography and history.</p> <p>The school's feedback policy is not applied consistently across departments. When teachers do follow the policy, pupils typically improve their work in response to constructive advice. However, where this does not happen, gaps in pupils' learning are not addressed and this inhibits future learning.</p> <p>What does the school need to do to improve further?</p> <ul style="list-style-type: none"> • systematically develop the technical accuracy and fluency of pupils' writing • challenge pupils to produce written work that is complete and of the highest possible standard. • <p>Overall Impact: Poor</p>	<p>Creation of whole school literacy action plan to resolve identified concerns including explicit teaching of SPaG and vocabulary as well as marking & feedback.</p> <p>Availability of all Star Reader data for staff Y7 – 10 to inform planning i.e. reading ages, updated as appropriate.</p> <p>Audit of schemes for learning and work scrutiny to check for extended writing and reading opportunities across the curriculum.</p> <p>Opportunities to encourage reading for pleasure.</p>
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<p>C.</p>	<p>School systems focus on enabling the forensic identification of academic and pastoral 'gaps' and effective tracking of progress of disadvantaged pupils. A focus on identifying the individual barriers to progress that exist for disadvantaged pupils enables a personalised approach to supporting them.</p>	<p>Pupils' individual progress and learning needs are identified and addressed systematically.</p> <p>Individual disadvantaged students have personalised provision to help them overcome barriers to progress and learning.</p>	<p>The schools data systems have developed to enable rapid identification of key issues however these have not been tackled with a strategic approach e.g. 7 disadvantaged pupils achieved grade 7 + in English but not Maths and 2 disadvantaged pupils achieved 7+ in Maths but not English. Also, 7 disadvantaged pupils achieved 5+ in Maths but not English yet a different 7 disadvantaged pupils achieved 5+ in English not Maths.</p> <p>GCSE results in 2019 show a decline in P8 and A8 for disadvantaged students.</p> <p><u>Ofsted findings May 2019</u></p> <p>Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) do not make the progress that they should.</p> <p>What does the school need to do to improve further? Improve pupils' progress, particularly for disadvantaged pupils and pupils with SEND, by ensuring that teachers:</p> <ul style="list-style-type: none"> • cater effectively for pupils' individual needs, so that all groups of pupils make strong progress • have consistently high expectations of pupils <p>Overall Impact: Poor</p>	<p>Streamlined and simplified data entry and tracking systems, rigorously quality assured by Heads of Department and SLT line managers.</p> <p>Overarching strategy to tackle identified underperformance: change to attainment data at KS3 to better identify gaps in knowledge so that students are GCSE ready by the end of Year 9.</p> <p>Re-join PiXL and establish Raising Standards Lead to oversee strategic approach to intervention with focus on disadvantaged learners.</p>
<p>D.</p>	<p>Careful monitoring of attendance rates and trends identifies disadvantaged pupils whose attendance is not good enough, leading to systematic intervention and robust monitoring that reduces the level of absence and persistent absence for disadvantaged pupils.</p>	<p>Attendance of disadvantaged pupils increases to 93% and is increasingly in line with other students.</p> <p>Persistent absence of disadvantaged pupils reduces and is significantly below the national average.</p> <p>Focused and effective intervention strategies show positive impact on students whose attendance is a concern.</p> <p>Data systems provide early warning of attendance issues and support detailed analysis of trends.</p>	<p>Attendance of disadvantaged pupils remains a significant concern for the school, with overall average absence rate for this group at 9.4% in 2017-18, above the national average of 7.8%.</p> <p>Persistent absence for disadvantaged pupils in 2017-18 was 35.3%, compared to the national average of 23.5%.</p> <p>More immediate consequences and follow up of absenteeism since Easter has resulted in a week on week improvement for attendance in the summer term data for all pupils but including disadvantaged students. However, data shows that this is still below national average.</p>	<p>External Attendance review with LA support.</p> <p>Promoting and supporting good attendance must be a core role for all progress tutors and pastoral teams.</p> <p>More immediate and streamlined system is needed to ensure disadvantaged students attend regularly.</p>

Date W/E	Percentage	Date W/E	Percentage
27 April 2018	87.5%	26 April 2019	91.5%
04 May 2018	86.6%	3 May 2019	89.9%
11 May 2018	85.9%	10 May 2019	89.9%
18 May 2018	88.6%	17 May 2019	88.8%
25 May 2018	82.9%	24 May 2019	86.3%
08 June 2018	88.4%	07 June 2019	91.2%
15 June 2018	90.8%	14 June 2019	90.1%
22 June 2018	88.3%	21 June 2019	90.9%
29 June 2018	88.4%	28 June 2019	91.1%
06 July 2018	89.1%	05 July 2019	89.7%
13 July 2018	82.7%	12 July 2019	86.8%
20 July 2018	83.4%	19 July 2019	85.3%
07 September 2018	93.7%	06 September 2019	94.4%
14 September 2018	92.6%	13 September 2019	94.8%

			<table border="1" data-bbox="1055 199 1760 424"> <tr> <td data-bbox="1055 199 1256 309">21 September 2018</td> <td data-bbox="1256 199 1413 309">89.5%</td> <td data-bbox="1413 199 1615 309">20 September 2019</td> <td data-bbox="1615 199 1760 309">92.8%</td> </tr> <tr> <td data-bbox="1055 309 1256 424">28 September 2018</td> <td data-bbox="1256 309 1413 424">88.6%</td> <td data-bbox="1413 309 1615 424">27 September 2019</td> <td data-bbox="1615 309 1760 424">94.1%</td> </tr> </table> <p data-bbox="1055 491 1328 515"><u>Ofsted findings May 2019</u></p> <p data-bbox="1055 547 1760 655">Leaders have not used pupil premium funding effectively to bring about improvement for disadvantaged pupils. Attendance rates for disadvantaged pupils have steadily declined since the last inspection.</p> <p data-bbox="1055 687 1760 738">The proportion of pupils who are regularly absent from school is high, particularly for disadvantaged pupils and pupils with SEND.</p> <p data-bbox="1055 770 1760 906">The current headteacher has been in post since Easter 2019 and, after only 20 days, is already having a positive impact on the school. Leaders are already starting to come to grips with some of the areas that need strengthening. Attendance and punctuality are showing signs of improvement, although these are fragile.</p> <p data-bbox="1055 938 1659 962">What does the school need to do to improve further?</p> <ul data-bbox="1055 970 1760 1050" style="list-style-type: none"> • Ensure that effective strategies are put in place to reduce the proportion of pupils regularly absent from school, particularly for disadvantaged pupils and pupils with SEND <p data-bbox="1055 1082 1608 1106">Overall Impact: Mixed given recent improvement</p>	21 September 2018	89.5%	20 September 2019	92.8%	28 September 2018	88.6%	27 September 2019	94.1%	
21 September 2018	89.5%	20 September 2019	92.8%									
28 September 2018	88.6%	27 September 2019	94.1%									
E.	Strategies to enhance the ability of parents to support their child's learning outside school contribute to improving progress. Hard to reach parents are a focus for outreach and engagement activity helping to diminish the barriers preventing some pupils from making progress.	<p data-bbox="618 1114 1030 1165">Attitude to learning of disadvantaged pupils shows improving trends.</p> <p data-bbox="618 1193 1030 1273">The behaviour of disadvantaged pupils improves, supporting effective learning and positive interaction with school.</p> <p data-bbox="618 1302 898 1353">Exclusion rates reduce for disadvantaged students.</p> <p data-bbox="618 1382 1041 1396">Homework tracking data shows that the</p>	<p data-bbox="1055 1114 1774 1217">Attitude to Learning scores for disadvantaged pupils remain below other students on average by -0.26 points. This is reinforced by on average -28 fewer merits and +19 demerits than non-disadvantaged peers.</p> <p data-bbox="1055 1257 1760 1305">Homework tracking indicates that more disadvantaged pupils have issues with homework submission.</p>	<p data-bbox="1785 1114 2168 1265">More personal approach to contacting parents, avoiding school comms system/ email unless absolutely necessary, to improve engagement with parents outside school.</p> <p data-bbox="1785 1313 2168 1393">Strategic oversight - Heads of Year responsible for sanctions in relation to homework in order to identify</p>								

		<p>completion of homework by disadvantaged pupils is improving.</p> <p>Reviews of pupil support plans indicate positive impact of interventions.</p> <p>The % of disadvantaged parents attending school events and accessing school information systems increases.</p>	<p><u>Ofsted findings May 2019</u></p> <p>Leaders have not used pupil premium funding effectively to bring about improvement for disadvantaged pupils. Since the last inspection, the incidence of exclusion of these pupils has increased.</p> <p>Overall Impact: Poor</p>	<p>wider barriers and issues. More proactive, early contact with the parents of disadvantaged students is required to provide sustained improvement.</p> <p>Advance phone calls/ home visits to ensure attendance at parents evenings/ information evenings etc. of parents/ carers of key students.</p>
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