

Review of 2015-16 Expenditure

A number of key strategies were used in order to try to raise the attainment for disadvantageded pupils at Ormiston Endeavour Academy in the academic year 2015-16.

The main focus remains on 'Quality First Teaching' supported by a range of targeted and tailored high impact interventions.

Summary of the key strategies used in 2015-16

Area of support	Example of support
Leadership & Management	<ul style="list-style-type: none"> ▪ The progress of disadvantageded pupils is discussed regularly at pupil progress Head of Department and Support for Learning meetings; ▪ Focus on disadvantageded pupils in performance management; ▪ Member of Support for Learning team with responsibility for the progress of disadvantageded pupils.
Teaching and learning	<ul style="list-style-type: none"> ▪ High quality CPD for all staff led by the Assistant Principal, Teaching and Learning; ▪ Sharing good practice at department meetings and between departments; ▪ Good communication between the teacher and other adults supporting pupils; ▪ Disadvantageded pupils identified on lesson planning; ▪ Qualified Higher Level Teaching Assistants delivering English and maths interventions; ▪ Effective assessment and data tracking systems.
Social / emotional needs	<ul style="list-style-type: none"> ▪ Breakfast club; ▪ Breakfast for Year 11 before exams for those who previously did not engage with the regular breakfast club; ▪ Counselling; ▪ Extracurricular opportunities, including school trips; ▪ Use of outside agencies, when appropriate.
Tailored interventions	<ul style="list-style-type: none"> ▪ Matched to the needs of pupils; ▪ One-to-one tuition and support; ▪ Small group tuition and support; ▪ Tailored bespoke timetables in Year 11; ▪ Accelerated Reader at KS3; ▪ One to one support with coursework for vulnerable students; ▪ Instrumental tuition; ▪ Purchase of ingredients for all students in Catering.
Engaging parents	<ul style="list-style-type: none"> ▪ Focus on promoting attendance; ▪ Focus on improving behaviour; ▪ Open door policy; ▪ Academic tutorials, open evenings; ▪ Parents information evenings.
Attendance and behaviour	<ul style="list-style-type: none"> ▪ Systems in place to follow up low attendance; ▪ Rewards for good and improved attendance; ▪ Impact of attainment and progress caused by term-time holidays highlighted to parents; ▪ Appointment of Internal Exclusion Room co-ordinator with ex-police experience.
Engaging Pupils	<ul style="list-style-type: none"> ▪ Pupil questionnaires about help they would like; ▪ Rewards for good and improved attendance; ▪ Discussion with pupils before and after interventions take place; ▪ Mock Interview Day.

Role of Information Advice and Guidance	<ul style="list-style-type: none"> ▪ Governors aware of how funding is used to support disadvantaged pupils; ▪ Data reports on the progress of disadvantaged pupils are available for the Governing Body.
Raising Achievement Mentor	<ul style="list-style-type: none"> ▪ Working with students who require extra support in years 11 and 10.

Impact

The impact of strategies is measured through monitoring which takes place throughout and at the end of the academic year.

Achievement

Measure	2016		2015	
	Pupil Premium (38%)	Non Pupil Premium	Pupil Premium (34%)	Non Pupil Premium
Progress 8	0.0	+0.2	-1.0	-0.1
Attainment 8	4.2(D)	5.1(C)	3.3(E)	4.6(C)
Basics*	35%	70%	21%	49%
Ebacc	8%	12%	8%	24%

Attendance

Measure	2016 Pupil Premium	2015 Pupil Premium
Overall Attendance	92.5%	91.7%
Persistent Absence (10%)	17.3%	30.4%

	Number of Pupil Premium students	Percentage of the group who are Pupil Premium
Year 11	28/74	38%
Year 10	30/67	45%
Year 9	21/80	24%
Year 8	34/84	40%
Year 7	42/82	51%
Whole school	155/387	40%