

Ormiston Meridian Academy

Pupil Premium Evaluation

2016 - 2017

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|--|---|
| Ofsted Framework Criteria (Outstanding) | For pupils generally, and specifically for disadvantaged pupils progress is above average across nearly all subject areas. The progress across the curriculum of disadvantaged pupils, currently on roll matches or is improving towards that of other pupils with the same starting points. |
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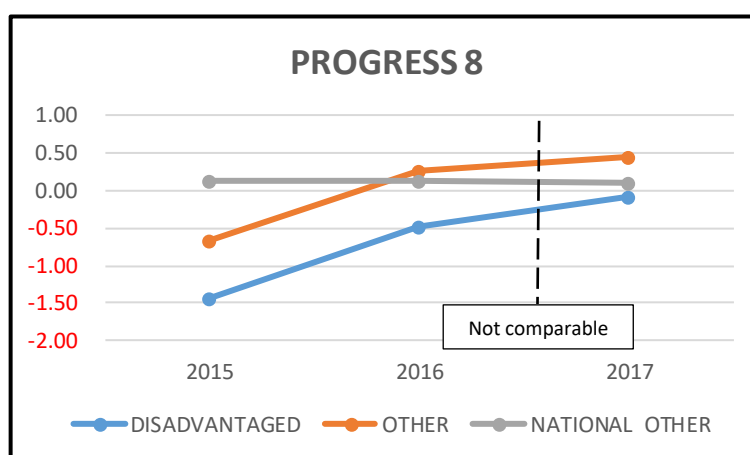
| | |
|----------------------|--------|
| SEF Judgement | Good - |
|----------------------|--------|

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|------------------|---|
| Rationale | Across 8 qualifying subjects, disadvantaged student progress is broadly in line with National figures and has improved rapidly towards National other students. |
|------------------|---|

Strengths

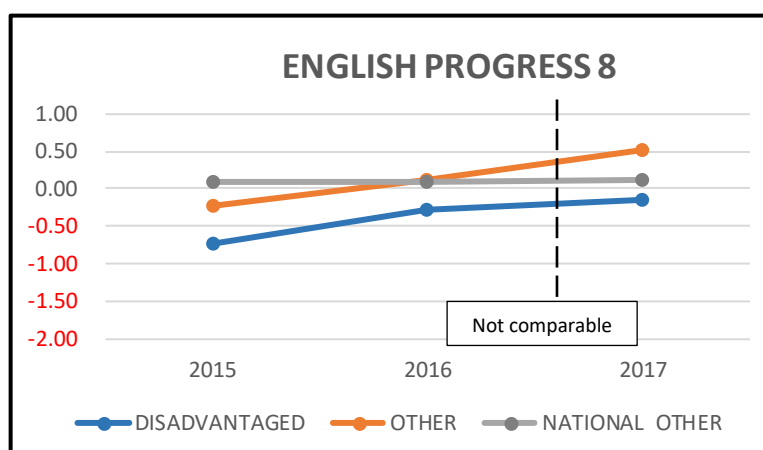
- Progress 8-** There is a two year trend of rapidly improved progress across 8 qualifying subjects for disadvantaged students. Disadvantaged students P8 score has improved from -0.48 in 2016 to -0.08 in 2017: An increase of +0.4.

| PROGRESS 8 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|
| DISADVANTAGED | -1.43 | -0.48 | -0.08 |
| OTHER | -0.66 | 0.26 | 0.44 |
| NATIONAL DISADVANTAGED | n/a | -0.32 | |
| NATIONAL OTHER | 0.12 | 0.12 | 0.11 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | n/a | -0.60 | -0.19 |



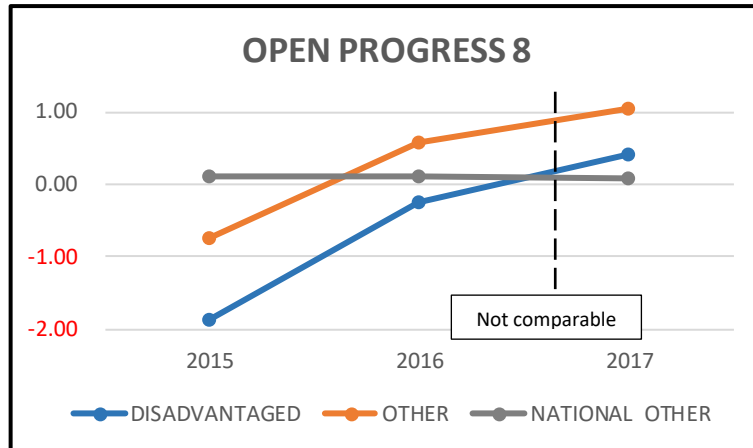
- English Element-** There is a two year trend of improved progress in the English Element (English Literature and Language combined) for disadvantaged students. Disadvantaged students P8 score has improved from -0.28 in 2016 to -0.14 in 2017: An increase of +0.14.

| ENGLISH PROGRESS 8 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|
| DISADVANTAGED | -0.73 | -0.28 | -0.14 |
| OTHER | -0.23 | 0.12 | 0.52 |
| NATIONAL DISADVANTAGED | n/a | -0.25 | |
| NATIONAL OTHER | 0.09 | 0.09 | 0.11 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | n/a | -0.37 | -0.25 |



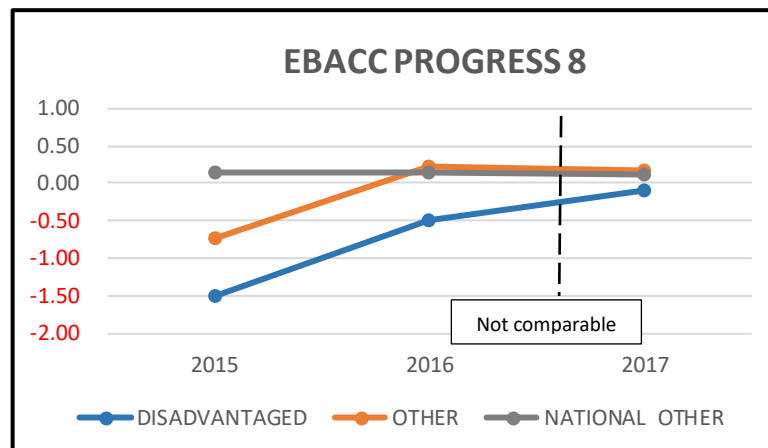
- **Open Tier-** There is a two year trend of rapidly improved progress in the Open Tier for disadvantaged students. Disadvantaged students progress in the Open Tier has improved from -0.24 in 2016 to +0.41 in 2017: An increase of +0.65.

| OPEN PROGRESS 8 | 2015 | 2016 | 2017 |
|--|-------|-------|------|
| DISADVANTAGED | -1.87 | -0.24 | 0.41 |
| OTHER | -0.75 | 0.57 | 1.03 |
| NATIONAL DISADVANTAGED | n/a | -0.29 | |
| NATIONAL OTHER | 0.11 | 0.11 | 0.09 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | n/a | -0.35 | 0.32 |



- **Ebacc Tier-** There is a two year trend of rapidly improved progress in the Ebacc Tier for disadvantaged students. Disadvantaged student's progress in the Ebacc Tier has improved from -0.48 in 2016 to -0.11 in 2017: An increase of +0.37.

| EBACC PROGRESS 8 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|
| DISADVANTAGED | -1.51 | -0.48 | -0.10 |
| OTHER | -0.74 | 0.23 | 0.18 |
| NATIONAL DISADVANTAGED | n/a | -0.41 | |
| NATIONAL OTHER | 0.15 | 0.15 | 0.13 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | n/a | -0.63 | -0.23 |



- Males – Disadvantaged males achieved a progress 8 score of **-0.19**, which is slightly above the national average for males of **-0.24**.
- **Females-** Disadvantaged females achieved a progress 8 score of **+0.05**, which is slightly below the national average **+0.18**.
- The internal gap between male and female is below national.

| PROGRESS 8 GENDER | 2015 | 2016 | 2017 | 2017 NATIONAL (ALL PUPILS) |
|---|-------|-------|-------|----------------------------|
| DISADVANTAGED MALE | -1.49 | -0.43 | -0.19 | -0.24 |
| DISADVANTAGED FEMALE | -1.36 | -0.55 | 0.05 | 0.18 |
| GAP BETWEEN DISADVANTAGED MALE AND FEMALE | -0.13 | 0.12 | -0.25 | -0.42 |

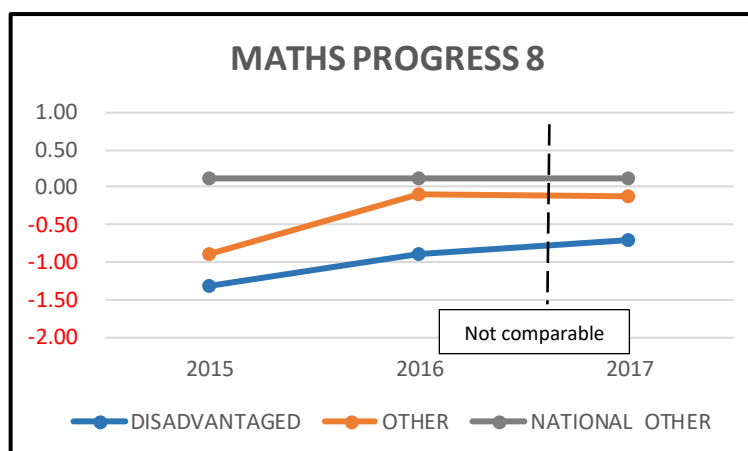
- **Middle and Low Prior Attainment -** Disadvantaged middle and low prior attainment groups achieved a progress 8 score of **-0.06** and **+0.06** respectively. The cohort size of the low prior attainment group was 12 and therefore, progress is broadly in line with national standards. Middle prior attainment group is slightly above the national standard.

| PROGRESS 8 ABILITY | 2015 | 2016 | 2017 | 2017 NATIONAL (ALL PUPILS) |
|----------------------|-------|-------|-------|----------------------------|
| DISADVANTAGED LOW | -1.10 | -0.57 | -0.06 | -0.17 |
| OTHER LOW | 0.47 | 0.08 | 0.65 | |
| DISADVANTAGED MIDDLE | -1.54 | -0.54 | 0.06 | -0.02 |
| OTHER MIDDLE | -0.96 | 0.33 | 0.57 | |
| DISADVANTAGED HIGH | -1.46 | -0.35 | -0.54 | 0.00 |
| OTHER HIGH | -0.67 | 0.07 | 0.25 | |

Areas for Development

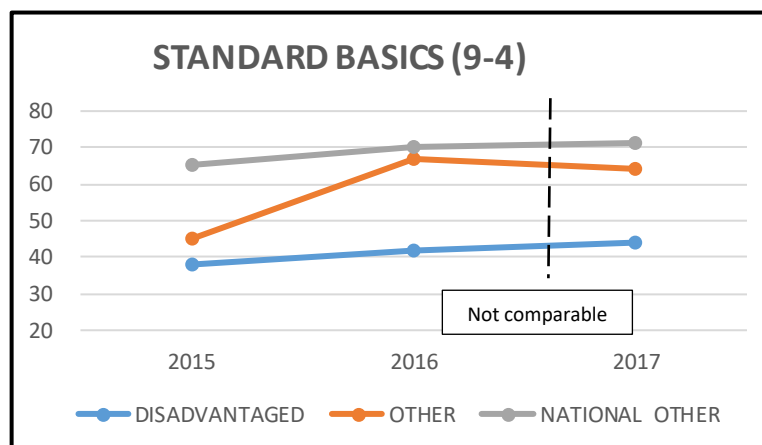
- **Mathematics Element-** Whilst we acknowledge that there is a trend of improved progress in the mathematics element for disadvantaged students and progress in the mathematics element has improved from **-0.89** in 2016 to **-0.71** in 2017, the progress for disadvantaged students had not improved rapidly enough. This is the trend for male and female disadvantaged students.

| MATHS PROGRESS 8 | 2015 | 2016 | 2017 |
|--|-------|-------|-------|
| DISADVANTAGED | -1.33 | -0.89 | -0.71 |
| OTHER | -0.88 | -0.09 | -0.13 |
| NATIONAL DISADVANTAGED | n/a | -0.29 | |
| NATIONAL OTHER | 0.11 | 0.11 | 0.12 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | n/a | -1.00 | -0.83 |



- **Basics (Standard and Strong)-** 43% of disadvantaged students achieved the Standard Basics measure and this was because 25 (33%) students who gained a grade 4 or above in English did not gain a grade 4 or above in maths. 18% of students achieved the Strong Basics measure and this was because 22 (30%) students who gained a grade 5 or above in English did not gain a grade 5 or above in maths

| STANDARD BASICS (9-4) | 2015 | 2016 | 2017 |
|--|------|------|------|
| DISADVANTAGED | 38 | 42 | 44 |
| OTHER | 45 | 67 | 64 |
| NATIONAL DISADVANTAGED | 38 | 43 | |
| NATIONAL OTHER | 65 | 70 | 71 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | -27 | -28 | -27 |



| STRONG BASICS BASICS (9-4) | 2015 | 2016 | 2017 |
|--|------|------|------|
| DISADVANTAGED | | | 18 |
| OTHER | | | 35 |
| NATIONAL DISADVANTAGED | | | |
| NATIONAL OTHER | | | 49 |
| GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER | 0 | 0 | -31 |

- **Males Progress-** Whilst we acknowledge that there is a trend of improved progress for disadvantaged boys and progress has improved from -0.43 in 2016 to -0.19 in 2017, the progress for disadvantaged boys has not improved rapidly enough in English, Maths and Ebacc subjects. High prior attainment and SEND K disadvantaged boys remain below the national standard.

| PROGRESS 8 GENDER | 2015 | 2016 | 2017 | 2017 NATIONAL (ALL PUPILS) |
|---|-------|-------|-------|----------------------------|
| DISADVANTAGED MALE | -1.49 | -0.43 | -0.19 | -0.24 |
| DISADVANTAGED FEMALE | -1.36 | -0.55 | 0.05 | 0.18 |
| GAP BETWEEN DISADVANTAGED MALE AND FEMALE | -0.13 | 0.12 | -0.25 | -0.42 |

- **High Prior Attainment-** Progress for disadvantaged, high ability students was -0.54 in 2017 and has not improved from 2016 to 2017 and this is due to outcomes for both males and females in mathematics and Ebacc Tier.

| PROGRESS 8 ABILITY | 2015 | 2016 | 2017 | 2017 NATIONAL (ALL PUPILS) |
|----------------------|-------|-------|-------|----------------------------|
| DISADVANTAGED LOW | -1.10 | -0.57 | -0.06 | -0.17 |
| OTHER LOW | 0.47 | 0.08 | 0.65 | |
| DISADVANTAGED MIDDLE | -1.54 | -0.54 | 0.06 | -0.02 |
| OTHER MIDDLE | -0.96 | 0.33 | 0.57 | |
| DISADVANTAGED HIGH | -1.46 | -0.35 | -0.54 | 0.00 |
| OTHER HIGH | -0.67 | 0.07 | 0.25 | |

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| Next Steps | <p data-bbox="325 174 1214 206">Improve outcomes in the Mathematics Element for disadvantaged by:</p> <ol data-bbox="347 237 1453 696" style="list-style-type: none"><li data-bbox="347 237 1453 300">1. Implementing Mathematics Progress Board and identifying, monitoring and evaluating achievement strategies for disadvantaged students specifically<li data-bbox="347 331 1453 423">2. Rapidly Improve quality of teaching by implementing a robust teaching and learning development plan in mathematics, that includes research from EEF regarding quality first teaching to support disadvantaged students<li data-bbox="347 454 1453 486">3. Ensure setting and tiering is appropriate and consistent from AR1 onwards<li data-bbox="347 517 1453 609">4. Provide leaders and teachers with ongoing support from an OCR regional specialist, specifically aimed at increasing the number of grade 4 and 5 and improving progress of middle ability students<li data-bbox="347 640 1453 696">5. Implement robust and effective intervention and additional teaching for identified disadvantaged students to close the Standard and Strong Basic measure. <p data-bbox="325 728 1437 790">Improve outcomes for disadvantaged high prior attainment students (15 students) by in mathematics and Ebacc:</p> <ol data-bbox="347 822 1481 1093" style="list-style-type: none"><li data-bbox="347 822 1481 884">1. Change the emphasis of fortnight RAP meetings so that all accountability discussion and action points focus on 15 students identified<li data-bbox="347 916 1481 1008">2. Implement, monitor and evaluate actions within strategic HAL development plan and Middle Leadership development plans to ensure that the quality of teaching, curriculum and enrichment opportunities serves to meet the needs of HAL learners<li data-bbox="347 1039 1481 1093">3. Improve attendance of disadvantaged HAL learners, by monitoring and tracking attendance weekly and intervening at the earliest possible opportunity. |