

Ormiston
Meridian Academy

Pupil Premium Evaluation 2017 – 2018

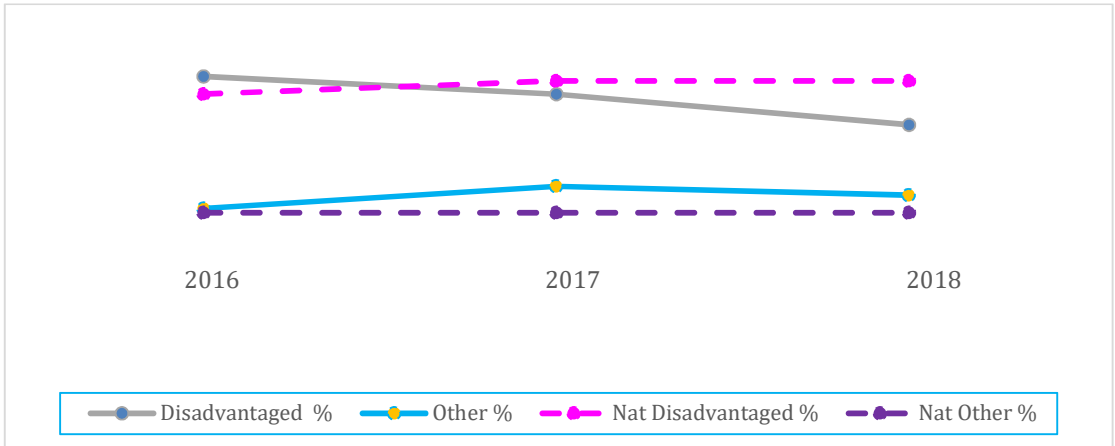
**Success
through hard work,
effort and practice**

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.**

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

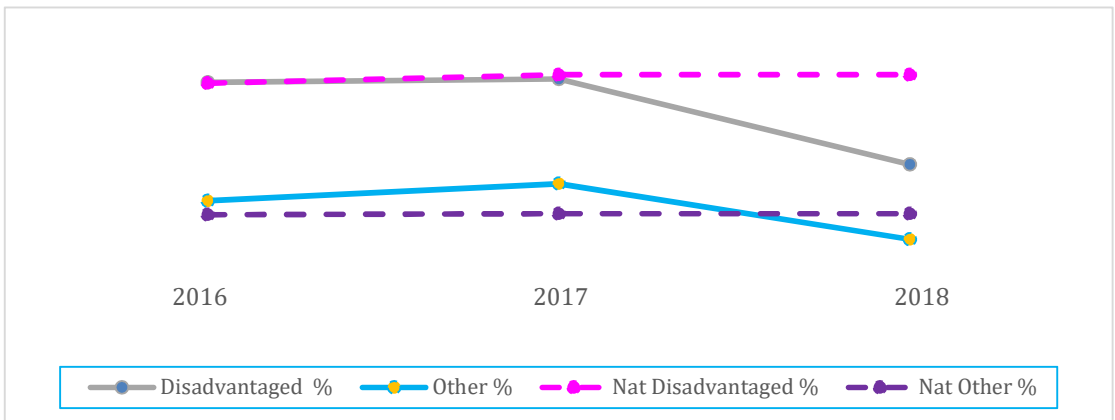
Strengths **Absence and Persistent Absence of Disadvantaged Students**
Pupil Premium Absence rates – better than national average disadvantaged rates and a 3 year trend of diminishing the difference between other students

Pupil Premium	2016	2017	2018
Disadvantaged	7.1	6.7	6
Other	4.1	4.6	4.4
Nat Disadvantaged	6.7	7	(TBC) 7
Nat Other	4	4	(TBC) 4



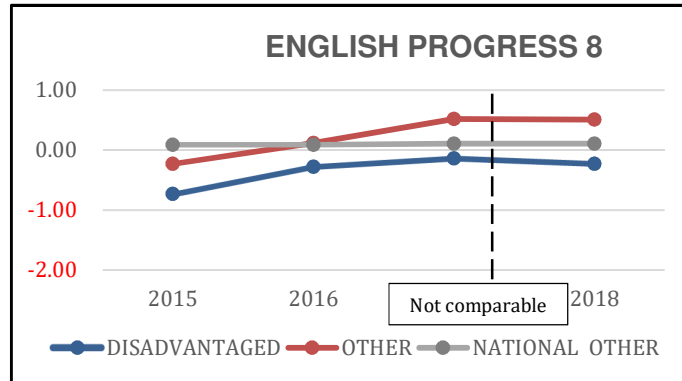
Pupil Premium Persistent Absence rates – better than disadvantaged national average and better than national average PA rates for all students

Pupil Premium PA	2016	2017	2018
Disadvantaged	20.6	20.9	12.9
Other	9.5	11.1	5.9
Nat Disadvantaged	20.5	21.3	(TBC) 21.3
Nat Other	8.2	8.3	(TBC) 8.3



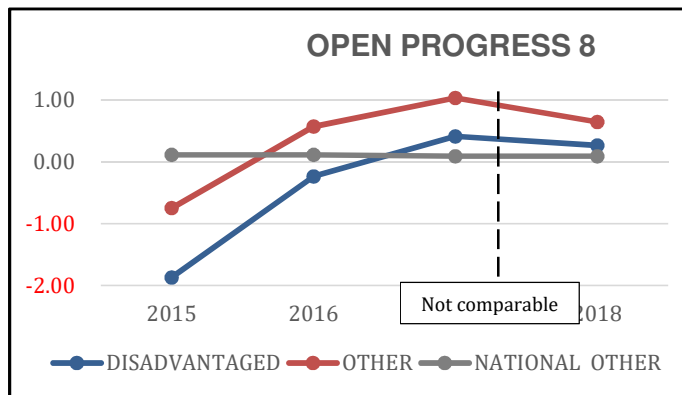
English Element- There is a two year trend of improved progress in the English Element (English Literature and Language combined) for disadvantaged students, yet in 2018 there was a decrease in English P8 for disadvantaged students: A decrease of -0.09. The underachievement of 4 disadvantaged students skewed the outcomes significantly, however the academy is confident that these students were given every opportunity to achieve highly

ENGLISH PROGRESS 8	2015	2016	2017	2018
DISADVANTAGED	-0.73	-0.28	-0.14	-0.23
OTHER	-0.23	0.12	0.52	0.51
NATIONAL DISADVANTAGED	n/a	-0.25		
NATIONAL OTHER	0.09	0.09	0.11	0.11
GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER	n/a	-0.37	-0.25	-0.34



Open Tier- There is a three-year trend of positive progress in the Open Tier for disadvantaged students.

OPEN PROGRESS 8	2015	2016	2017	2018
DISADVANTAGED	-1.87	-0.24	0.41	0.26
OTHER	-0.75	0.57	1.03	0.64
NATIONAL DISADVANTAGED	n/a	-0.29		
NATIONAL OTHER	0.11	0.11	0.09	0.09
GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER	n/a	-0.35	0.32	0.17



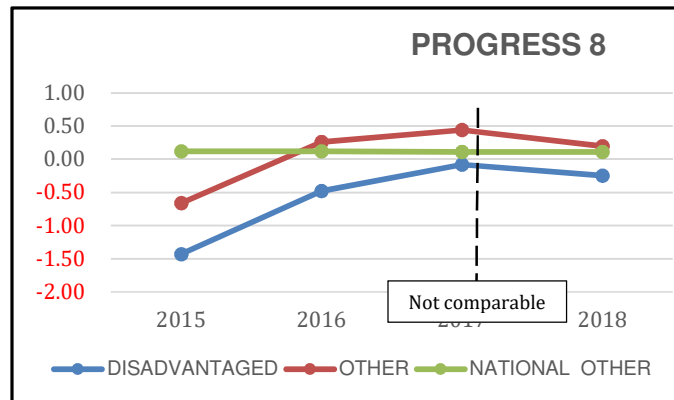
High and Low Prior Attainment - Disadvantaged high and low prior attainment groups achieved a progress 8 score of +0.15 and +0.12 respectively.

PROGRESS 8 PRIOR ATTAINMENT BANDS	2015	2016	2017	2018	2017 NATIONAL (ALL PUPILS)
DISADVANTAGED LOW	-1.10	-0.57	-0.06	0.12	-0.17
OTHER LOW	0.47	0.08	0.65	0.64	
DISADVANTAGED MIDDLE	-1.54	-0.54	0.06	-0.46	-0.02
OTHER MIDDLE	-0.96	0.33	0.57	0.38	
DISADVANTAGED HIGH	-1.46	-0.35	-0.54	0.15	0.00
OTHER HIGH	-0.67	0.07	0.25	-0.07	

Areas for Development

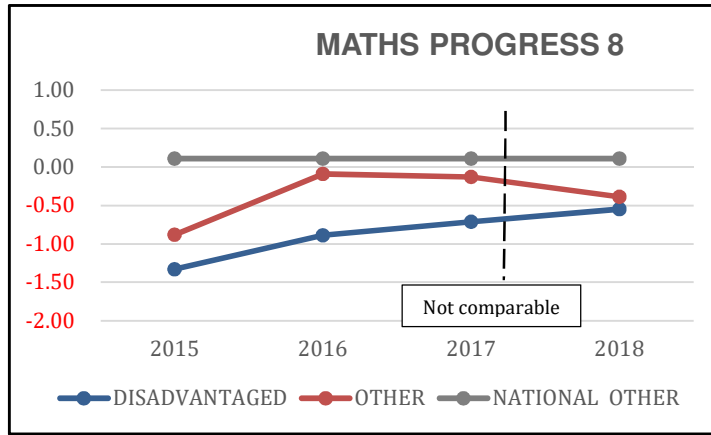
Progress 8- There was a two year trend of rapidly improved progress across 8 qualifying subjects for disadvantaged students, however in 2018 there was a decrease in overall P8 for disadvantaged students: A decrease of -0.17 and -0.36 behind National Other students.

PROGRESS 8	2015	2016	2017	2018
DISADVANTAGED	-1.43	-0.48	-0.08	-0.25
OTHER	-0.66	0.26	0.44	0.20
NATIONAL DISADVANTAGED	n/a	-0.32	-0.40	
NATIONAL OTHER	0.12	0.12	0.11	0.11
GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER	n/a	-0.60	-0.19	-0.36



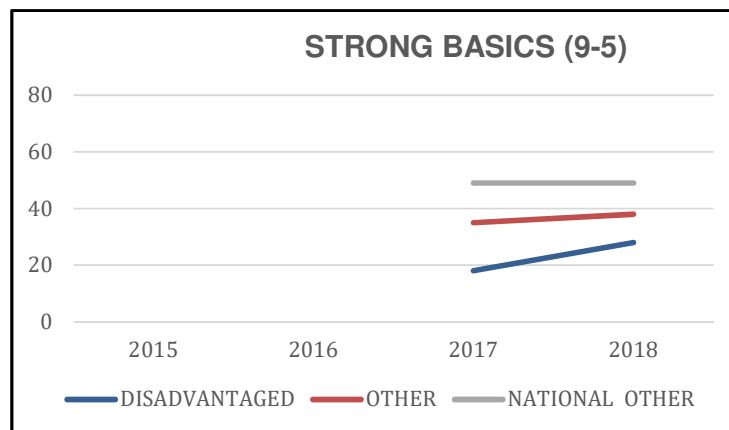
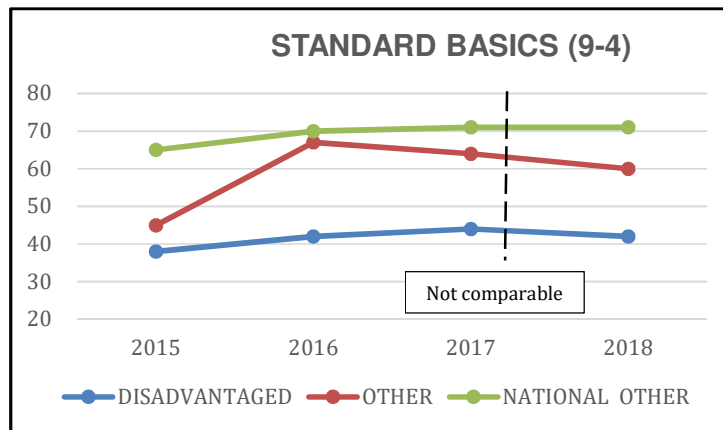
Mathematics Element- Whilst we acknowledge that there is a trend of improved progress in the mathematics element for disadvantaged students and progress in the mathematics element has improved from -1.33 in 2016 to -0.55 in 2018, the progress for disadvantaged students had not improved rapidly enough. This is the trend for male and female disadvantaged students. There is some evidence that the interventions that disadvantaged students engaged in had a positive impact and this evidence will form part of the strategy moving forwards into 2018/19

MATHS PROGRESS 8	2015	2016	2017	2018
DISADVANTAGED	-1.33	-0.89	-0.71	-0.55
OTHER	-0.88	-0.09	-0.13	-0.39
NATIONAL DISADVANTAGED	n/a	-0.29		
NATIONAL OTHER	0.11	0.11	0.11	0.11
GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER	n/a	-1.00	-0.82	-0.66



Basics (Standard and Strong) - 42% of disadvantaged students achieved the Standard Basics measure. There were a further

STANDARD BASICS (9-4)	2015	2016	2017	2018
DISADVANTAGED	38	42	44	42
OTHER	45	67	64	60
NATIONAL DISADVANTAGED	38	43	44	71
NATIONAL OTHER	65	70	71	71
GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER	-27	-28	-27	-29



Males Progress- Whilst we acknowledge that there was a trend of improved progress for disadvantaged boys and progress improved from -0.43 in 2016 to -0.19 in 2017, the progress for disadvantaged boys decreased in 2018. {{ }} of disadvantaged boys significantly skewed the data and the actions taken to engage these boys had limited impact.

PROGRESS 8 GENDER	2015	2016	2017	2018	2017 NATIONAL (ALL PUPILS)
DISADVANTAGED MALE	-1.49	-0.43	-0.19	-0.35	-0.24
DISADVANTAGED FEMALE	-1.36	-0.55	0.05	-0.18	0.18
GAP BETWEEN DISADVANTAGED MALE AND FEMALE	-0.13	0.12	-0.25	-0.16	-0.42

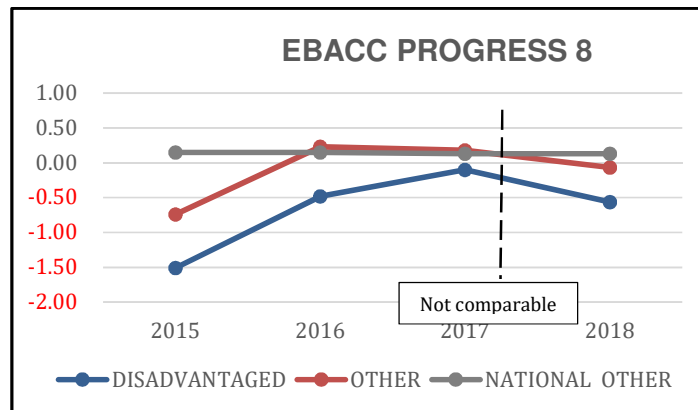
- Males – Disadvantaged males achieved a progress 8 score of **-0.19**, which is slightly above the national average for males of **-0.24**.
- **Females-** Disadvantaged females achieved a progress 8 score of +0.05, which is slightly below the national average +0.18.
- The internal gap between male and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

PROGRESS 8 GENDER	2015	2016	2017	2018	2017 NATIONAL (ALL PUPILS)
DISADVANTAGED MALE	-1.49	-0.43	-0.19	-0.35	-0.24
DISADVANTAGED FEMALE	-1.36	-0.55	0.05	-0.18	0.18
GAP BETWEEN DISADVANTAGED MALE AND FEMALE	-0.13	0.12	-0.25	-0.16	-0.42

- **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.

Science

EBACC PROGRESS 8	2015	2016	2017	2018
DISADVANTAGED	-1.51	-0.48	-0.10	-0.57
OTHER	-0.74	0.23	0.18	-0.07
NATIONAL DISADVANTAGED	n/a	-0.41		
NATIONAL OTHER	0.15	0.15	0.13	0.13
GAP BETWEEN DISADVANTAGED AND NATIONAL OTHER	n/a	-0.63	-0.23	-0.70



Next Steps

Improve overall P8 for disadvantaged students by addressing the following areas:

1. Implement Assertive Mentoring for 30 students with negative progress 8 scores
2. Improve RAP dashboards and action plans at every level to ensure that ALL staff engage with the data and implement appropriate raising achievement actions
3. Implement Quixote Progress 8 action planning for students

4. Develop online independent learning services that can be accessed by all students and monitored and tracked robustly by all staff

Improve outcomes in the Mathematics Element for disadvantaged students by:

1. Apply the English model of additional targeted teaching that has proved very successful in English by:
 - Recruiting an experienced maths intervention teacher
 - Implementing a timetable for additional teaching that focuses on ensuring that
 - disadvantaged students have the support they need to secure a positive progress 8 score
 - Implement a robust system of monitoring and tracking short term progress by using entrance and exit assessments that allow students to **feel positive and successful** following each session
 - Use QLA effectively to plan a personalised curriculum for individuals undertaking additional maths students to maximise impact
2. Implement a robust independent learning strategy within mathematics to allow all disadvantaged students the opportunity to access specialist online tuition at home by:
 - Purchasing Maths Watch, Hegarty maths and GCSE Pod
 - Implement a robust independent learning strategy in maths that supports students to engage in independent learning by recognising the value of it
 - Engage parents in independent learning strategy so they are able to support their child even if they do not have the mathematic knowledge themselves
3. Rapidly Improve quality of teaching, particularly of middle, low ability and SEND students by implementing a robust teaching and learning development plan in mathematics, that includes research from EEF regarding quality first teaching
4. Ensure setting and tiering is appropriate and consistent from year 10 onwards
5. Provide leaders and teachers with ongoing support from an OCR regional specialist and seconded leader, specifically aimed at increasing the number of grade 4 and 5 and improving progress of middle ability students
6. Improve the rewards and recognition strategy within mathematics so that disadvantaged students are recognised for consistently good and outstanding attitudes to learning

Improve outcomes Science for disadvantaged students by:

1. Continuing the model of P7 for all Triple students including [[]]disadvantaged high students
2. Improve the quality of teaching specifically in chemistry and physics by:
3. Analysing the areas for development carefully using QLA including the teaching of mathematics and literacy within science
4. Providing teaching support for the teaching of mathematics in science
5. Implement a robust system of monitoring and tracking short term progress by using entrance and exit assessments that allow students to **feel positive and successful** following each session
 - Use QLA effectively to plan a personalised curriculum for individuals undertaking additional maths students to maximise impact
6. Implement a robust independent learning strategy within mathematics to allow all disadvantaged students the opportunity to access specialist online tuition at home by:
 - Purchasing MyGCSEScience.com and GCSE Pod
 - Implement a robust independent learning strategy in science that supports students to engage in independent learning by recognising the value of it

- Engage parents in independent learning strategy so they are able to support their child even if they do not have the science knowledge themselves

7. Ensure setting and tiering is appropriate and consistent from year 10 onwards

Improve outcomes for disadvantaged males by:

1. Create a Raising Boy's Achievement strategic working party who will have a renewed focus for identifying specific barriers to achievement and of responding to the precise needs of disadvantaged boys in years 7 to 11 and their families.
2. Recruit a leader of Assertive mentoring and implement, monitor and evaluate Assertive Mentoring programme that supports identified disadvantaged boys
3. Include detailed CEIAG information as part of the assertive mentoring programme
4. Implementing a 'Raising Boy's Achievement' strategy within English and maths by:
 - Implementing a series of workshops and learning experiences at colleges and universities
 - Implement boys only classes in En and Ma taught by highly successful boy's teachers

Continue to improve attendance of disadvantaged students by:

1. Continue the employment of in-house attendance officer

- To identify and challenge absence in PP students daily
- To identify patterns of absence in PP students
- To fully engage staff within school so they understand how they improve PP attendance rates
- Promote positive attendance for PP students through incentives and promote the link between attainment
- Ensure robust lines of communication between school and parents are used at appropriate times
- Produce reports to the senior leadership team

Improve outcomes for high prior attainment students in mathematics and Ebacc

- Implement 'Jet Set 9' programme
- 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
- Improve attendance of HAL learners, specifically those that are disadvantaged, by monitoring and tracking attendance weekly and intervening at the earliest possible opportunity.
- Embed the 'Cloud 9' maths programme for disadvantaged, HAL students that provides these students with bespoke and individualised support on a regular and ongoing basis