

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ormiston Victory Academy
Number of pupils in school	Year 7-11 (1131 July 2021 data)  Sixth Form 12 and 13 (136 July 2021 data)
Proportion (%) of pupil premium eligible pupils	31.66% (Year 7 to 11)  360 eligible students (data collected July 2021)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Initially 2021-2022 given continuing issues with Covid-19 and isolation
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Naomi Palmer, Principal
Pupil premium lead	Vicky Le Fur, Vice Principal
Governor / Trustee lead	Marta Sancho

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,800
Recovery premium funding allocation this academic year	£52,200 (£360 per Student 31.7%)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£396,000</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*It is the intent of our school to close the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national average (28% in 2020) for secondary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Strategy. We look at all barriers to success and every aspect of success from academic requirements to general daily needs. We understand that a child is more likely to achieve and make good progress if they are well fed, warm and have everything they need to access their lessons. We understand that needs and costs will differ depending on the barriers to learning being addressed. We do not allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.*

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Academic success when combined with disadvantaged PP students
2	Academic success when combined with SEND
3	Academic success when combined with boys
4	Learning independently at home
5	Retention of knowledge when preparing for written examinations

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>HPA PP students make better progress than the national average - working with this key group will have a significant impact</i>	GCSE outcomes for HPA PP students
<i>SEND students make better progress than the national average</i>	GCSE outcomes for SEND students - improve in comparison to 2019/2020
<i>PP boys make better progress than the national average - support teachers to incorporate and develop teaching methods</i>	GCSE outcomes for boys

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 157,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
VIP mentoring programme	By providing information, guidance, and encouragement, mentors can play an important role in nurturing students' college aspirations. The impact of mentoring is likely to be positive on PP students -according to EEF toolkit	465 students in 2 year groups <b>Challenge number(s) addressed: 1 2 3</b>
HPA lead TLR post	Follow model prescribed by D of E study conducted by the University of Warwick (WRAP Research report November 2018)– key areas are leadership and infrastructure/ academic extension/ cultural enrichment/personal development and removing financial barriers	227 HPA students <b>Challenge number(s) addressed: 1 3</b>
Bespoke Exercise Books to support reflection and organize notes for revision	There was a difference last academic year in the quality of both notes and revision	1156 students <b>Challenge number(s) addressed: 5</b>
Boys' rewards system to incentivise learners	Incentives for students motivate them to be more productive because they	556 students <b>Challenge number(s) addressed: 3</b>

	create a feeling of pride and achievement.	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 159,025

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
New role - Aspirations mentor with priority given to PP students and also careers advice and mentoring	A new role to support young people to increase their life chances and encourage, challenge and support our students in equal measure, believing they all have the right to succeed - evidence is clear that good careers advice improve academic achievement in the careers education report 2016 Warwick institute for employment research	£26,388 <b>Challenge number(s) addressed: 1 2 3</b>
Full Day of mindfulness and well-being group work with priority given to PP students	Providing students with the necessary support	£11,986 <b>Challenge number(s) addressed: 1 2 3</b>
3 Full days of school counsellor	Providing students with the necessary support	£28,293 <b>Challenge number(s) addressed: 1 2 3</b>
Full day of social action projects focusing on PP students	Social action allows students to contribute to their local community, giving them valuable experience and helps them to nurture valuable leadership skills - #WEWILL research has found that young people who take part in social action keep themselves physically and mentally healthy	£13,227 <b>Challenge number(s) addressed: 1 2 3</b>
Academic tutoring (1:1 or in groups) - identify need and target PP students in English Maths and Science MFL History Geography and Computer Science	Effective tutoring programs provide motivation, personal individual attention, direct instruction, and error correction to increase students' academic skills. 20 groups	£29,000 <b>Challenge number(s) addressed: 1 2 3 4 5</b>

	<i>480 sessions over 20 weeks for 8 forms - costed at £60 a sessions</i>	
Maths intervention for students identified with gaps for years 7-13	Effective tutoring programs provide motivation, personal individual attention, direct instruction, and error correction to increase students' academic skills.	£5,027 <b>Challenge number(s) addressed: 1 2 3 4 5</b>
Progress Support for years 10 & 11	After school support sessions in response to gaps in learning from the Victory Vitals Knowledge Organisers - such programmes that extend school time have a positive impact according to the EEF toolkit	£8,344 <b>Challenge number(s) addressed: 1 2 3 5</b>
Embed Victory Vitals programme of knowledge retention	Every child has access to information guides with QR links and full printed copies - mastery learning - if monitored and reviewed, can have a positive effect on student progress according to the EEF Toolkit	£24,360 <b>Challenge number(s) addressed: 1 2 3 4 5</b>
Revision Guides for PP students		£12,400 <b>Challenge number(s) addressed: 1 4 5</b>

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 79,677

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Social emotional mental health mentor.	Reduction in removals from lessons and other sanctions for key students with SEMH - Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes (Evidence review on identifying effective SEMH strategies - Manchester University 2020)	£21,829 <b>Challenge number(s) addressed: 1 2 3</b>



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*Please see the outcomes below from the TAG 2021*

Progress 8	PP TAGs overall 2021: +0.43 (82 pupils)
Ebacc entry	35.7% (30 pupils)
Attainment 8	43.99 (84 pupils)
Percentage of Grade 5+ in English and maths	31% (26 pupils)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
My Tutor	My Tutor
GCSE Pod	Soundbite learning
Sussex University Tutoring	Sussex University

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Counselling Pastoral Support 1:1 Summer School Year 11 VIP mentors
What was the impact of that spending on service pupil premium eligible pupils?	Both SPP KS4 students had positive P8 scores The KS5 student had an average VA score of 0.99