



# Pupil Premium Spend Evaluation

## 2017-18

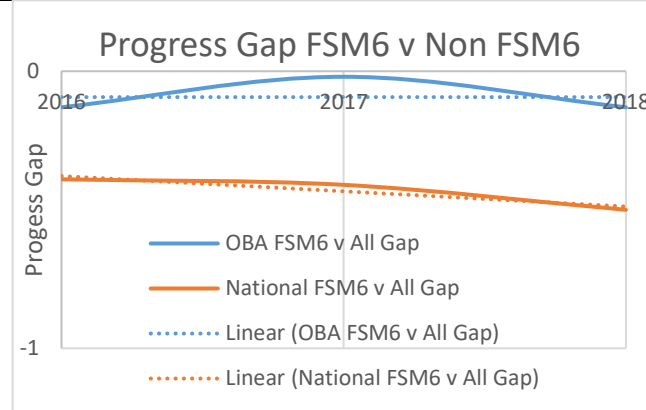
**2017-2018 Pupil Premium Grant Evaluation**

Desired Outcome	Action/Approach	Resources/Cost	Evaluation	Further Development Points																				
<p>Improved outcomes for all PP students</p>	<p>Introduction of Pupil Premium lead for the academy appointed in January 2018 to oversee the progress of disadvantaged students.</p> <p>Staff to have an oversight of PP attainment/intervention within their departments.</p> <p>Raise the awareness of the disadvantaged cohort to ensure for effective planning, differentiation and in class inceptive support.</p> <p>All staff received CPD training in the use of Mint class seating plans to highlight disadvantaged students to improve teachers</p>	<p>Additional staffing costs within departments.</p> <p>£221,714</p>	<p>Disadvantaged students within the Academy achieve broadly in line with their peers within the Academy and disadvantaged students nationally. Disadvantaged students are significantly exceeding the national standard for progress 8 and attainment 8. In terms of progress, OBA disadvantaged students perform significantly better than national and their progress improves over time. Improvement was evident within the Disadvantaged High Ability pupils with an increase of +0.13 P8 score.</p> <div data-bbox="1048 799 1675 1161"> <p>The chart displays Progress 8 scores for four groups: OBA Disadvantaged (blue), National Disadvantaged (orange), OBA All Students (grey), and National All Students (yellow) across the years 2016, 2017, and 2018. A dotted blue line represents the linear trend for OBA Disadvantaged students. The y-axis ranges from -0.6 to 0.2. The OBA Disadvantaged group shows a clear upward trend, starting at approximately -0.35 in 2016 and reaching -0.15 in 2018. The National Disadvantaged group remains consistently below the OBA Disadvantaged group, starting at -0.45 in 2016 and ending at -0.35 in 2018. The OBA All Students group starts at -0.15 in 2016 and ends at -0.05 in 2018. The National All Students group starts at -0.15 in 2016 and ends at -0.05 in 2018.</p> <table border="1"> <caption>Progress 8 Scores (Estimated from Chart)</caption> <thead> <tr> <th>Year</th> <th>OBA Disadvantaged</th> <th>National Disadvantaged</th> <th>OBA All Students</th> <th>National All Students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-0.35</td> <td>-0.45</td> <td>-0.15</td> <td>-0.15</td> </tr> <tr> <td>2017</td> <td>-0.25</td> <td>-0.40</td> <td>-0.10</td> <td>-0.10</td> </tr> <tr> <td>2018</td> <td>-0.15</td> <td>-0.35</td> <td>-0.05</td> <td>-0.05</td> </tr> </tbody> </table> </div> <p>The Gap between OBA disadvantaged and OBA All students has also shrunk and is better than national.</p>	Year	OBA Disadvantaged	National Disadvantaged	OBA All Students	National All Students	2016	-0.35	-0.45	-0.15	-0.15	2017	-0.25	-0.40	-0.10	-0.10	2018	-0.15	-0.35	-0.05	-0.05	<p>Improved departmental tracking of PP students.</p> <p>Roll out of DHAP profiles to all Year 10/11 students starting in the autumn term to better inform planning.</p> <p>Stretch and challenge to continue to be a priority focus within T&amp;L across the academy.</p> <p>Increase in pupil outcomes across the board for disadvantaged students in 2018 results.</p> <p>100% coverage of staff using Mintclass and evidence of effective planning for students gathered.</p>
Year	OBA Disadvantaged	National Disadvantaged	OBA All Students	National All Students																				
2016	-0.35	-0.45	-0.15	-0.15																				
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planning for these subjects.  
 Creation of Pupil Premium (PP) and Disadvantaged High Ability (DHAP) icons to highlight relevant students to raise staff awareness and aid planning.

Use of Mint Class seating plan software for every member of teaching staff in order to ensure strategic seating plans with clear identification of pupil premium pupils.

Use of student profiles to provide staff with increased information re DHAP students, their aspirations & barriers to allow them to tailor teaching & interventions more appropriately.



Quality first teaching is of a high standard and has been supported via a renewed focus on Teaching & Learning particularly stretch and challenge within lessons.

Disadvantaged students achieved broadly in line with their peers with a small gap in progress -0.13. Students in receipt of PPG achieved a P8 score of -0.06 which is in line with the national average.

41.7% of disadvantaged students achieved the basics measure of 5 GCSE grade 4+ including English & Maths and 16% of disadvantaged students achieved the strong basics measure of 5 GCSE grade 5+ including English & Maths and 16%.

A noticed improvement was within the DHAP cohort with students with an overall improvement in progress by +0.13 in comparison to 2017.

	<p>Science intervention tutor was employed 2 days per week focusing on raising the progress/attainment of disadvantaged students within Science. Small group tuition was employed with students based on their progress within lessons. If a student had any gaps in their knowledge or did not progress as expected they would revisit the topic to gain additional support within the intervention sessions. Intervention was focused on low and middle ability pupils who were at risk of not achieving a grade 4.</p>		<p>Maths: Disadvantaged students achieved below expected progress within Maths achieving a progress 8 score of -0.71 compared to all students achieving -0.55 and non-disadvantaged students achieving -0.28.</p> <p>English: Disadvantaged students achieved below expected progress within English achieving a progress 8 score of -0.59 compared to all students achieving -0.50 and non-disadvantaged students achieving -0.36.</p> <p>Science: Disadvantaged students outperformed non-disadvantaged students within combined Science with a P8 score of -0.01 compared to -0.11 and an overall P8 of -0.05. Low ability students showed good progress achieving +0.53 compared to MAPS (-0.09) and HAPS (-0.56).</p> <p>Intervention Group Impact:</p> <ul style="list-style-type: none"> <li>• 73% of students achieved a positive P8 score for Science</li> <li>• 91% of students achieved or exceeded (64%) their predicted grades within Science</li> <li>• 45% of students achieved at least 1 grade 4 within Science</li> <li>• The overall progress of students included within Science interventions groups average P8 score was +0.38. Within the disadvantaged students intervention group P8= +0.26 and</li> </ul>	
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			<p>within the non disadvantaged intervention group students' progress =+0.19</p> <p>Disadvantaged students attend destinations in line with their non-disadvantaged peers. 97% of disadvantaged year 11 students went on to further education or training. With 77% of PP students staying on at the Academy's sixth form compared to 84% of non-disadvantaged students. An increase of PP students had destinations of College &amp; Apprenticeships. 4% of PP students went into apprenticeships in comparison to 0% of non PP students and 16% of PP students attended college compared to 14% of non PP students.</p>	
<p>Saturday &amp; holiday enrichment intervention sessions</p>	<p>Saturday Academy intervention sessions available weekly for students to provide targeted intervention &amp; support.</p> <p>Holiday revision and intervention classes for DP to improve teaching and learning and outcomes</p> <p>Overview logs of interventions to be monitored at a departmental level.</p>	<p>£31,364</p>	<p>A regular Saturday enrichment programme ran throughout the academic year. Subjects were able to target specific pupil groups for these sessions to provide more personalised support.</p> <p>Additional intervention/enrichment sessions assisted students to consolidate their understanding of key content and develop their examination skills.</p> <p>24 Saturday intervention/enrichment sessions were attended by Year 11 students over the year. Year 11 students attended a total of 1242 enrichments throughout 2017-18 with the average number of enrichments attended by a student being 24.</p>	<p>Improved tracking of year 11's attendance to enrichment, holiday &amp; Saturday sessions to better inform impact evaluation.</p> <p>Improved tracking at departmental level of students receiving intervention</p>

<p>Study Camp Residential</p>	<p>Targeted year 11 PP students to be invited to a weekend study camp prior to their GCSE Examinations</p> <p>Targeted English &amp; Maths sessions to be planned for small groups of students.</p>	<p>£8,000</p>	<p>54 students attended a weekend long residential to boost their English &amp; Maths skills as well as preparing for their examinations.</p> <p>Students received targeted group and 1-1 support based upon their strengths and weaknesses.</p> <p>98% of students rated the residential good or better. Following the residential 96% of students felt confident about their upcoming exams in comparison to before. 100% of students found the English sessions very good or better and 80% of students for maths.</p> <p>Students who attended the residential had an overall average progress score of 0.21. 20 of students who attended achieved a 4+ in Maths (compared to 11 from the group which did not attend) and 25 achieved a 4+ in English (compared to 15). PP students who did not attend the residential had an overall average P8 score of -0.18.</p> <p>Summary of Students Progress</p> <table border="1" data-bbox="1025 1023 1630 1391"> <thead> <tr> <th></th> <th>Attended Residential</th> <th>Didn't Attend</th> </tr> </thead> <tbody> <tr> <td>Overall P8</td> <td>0.21</td> <td>-0.18</td> </tr> <tr> <td>Eng Lang P8</td> <td>-0.53</td> <td>-1.25</td> </tr> <tr> <td>Eng Lit P8</td> <td>-0.42</td> <td>-1.25</td> </tr> <tr> <td>Ma P8</td> <td>-0.53</td> <td>-0.5</td> </tr> <tr> <td>Eng 4+</td> <td>79.5%</td> <td>15.8%</td> </tr> <tr> <td>Eng 5+</td> <td>49%</td> <td>0%</td> </tr> <tr> <td>Ma 4+</td> <td>56.4%</td> <td>26%</td> </tr> <tr> <td>Ma 5+</td> <td>20.5%</td> <td>15.8%</td> </tr> </tbody> </table>		Attended Residential	Didn't Attend	Overall P8	0.21	-0.18	Eng Lang P8	-0.53	-1.25	Eng Lit P8	-0.42	-1.25	Ma P8	-0.53	-0.5	Eng 4+	79.5%	15.8%	Eng 5+	49%	0%	Ma 4+	56.4%	26%	Ma 5+	20.5%	15.8%	<p>More targeted sessions for Maths with more Maths teachers available to provide targeted support/1-1.</p> <p>Consideration of smaller grouped residential throughout the year</p> <p>Promotion of residential earlier in year 11 using students who previously attended.</p>
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<p>Students to have positive emotional &amp; social well being to allow them to access the curriculum &amp; achieve their potential</p>	<p>Employment of an in school counsellor 2 days per week.</p> <p>Head Salad intervention 1 day per week targeted sessions.</p> <p>Inclusion Zone space within the academy with a full time member of staff to support students who are unable to access their full curriculum for short periods of time.</p>	<p>£7882 - Counselling Services</p>	<p>The head salad intervention programme had displayed a reduction in the CORE YP scores for all cohorts showing an improvement in the mental well being of students who participated within the programme.</p> <ul style="list-style-type: none"> <li>• 77% of students participating in the intervention are Pupil Premium.</li> <li>• Disadvantaged students show a 54% decrease in mental distress compared to 9% of non disadvantaged students and 45% of all students participating.</li> <li>• 90% of disadvantaged students experienced a reduction in mental stress in comparison to 50% of non disadvantaged students.</li> <li>• Mental well being for all students remained consistent throughout the programme with only small improvements noticeable in all students and no identified differences between disadvantaged and non disadvantaged students</li> </ul> <p>61% of students who accessed the in school counsellor over the course of the year were disadvantaged. The inclusion of a school counsellor has allowed for the targeted provision of EHWP support.</p> <p>The school inclusion zone (iZone) is well established and provides a wide range of support to students. The</p>	<p>Set clear and measureable objectives for students receiving counselling.</p> <p>Track attainment of students accessing iZone more closely at regular data drops.</p>

			<p>iZone is staffed with a full time member of support staff. The iZone offers support to students for a range of concerns such as:  Supporting transition for IYT, provide coursework/subject support for students on personalised timetables, Supporting school refuses to transition back into school. 75% of students who accessed the iZone in 2017-18 were disadvantaged. A long term school refuser achieved their only qualification in BTEC Sport via accessing the iZone.</p> <p style="text-align: center;"><b>Add case studies from iZone</b></p>	
Students to attend school alert each day	<p>Free Breakfast available each morning before school for students arriving before 8:15am</p> <p>Promotion of breakfast club to parents to encourage participation</p>	£10,000	Breakfast Club is well attended by students throughout the academy. All students have the opportunity to access a nutritious breakfast if they wish to.	Log of students who attend breakfast club each day to analyse PP students attendance.
To improve the life experiences of disadvantaged cohort to provide equity in comparison to their non-DP counterparts	<p>PP students will be subsidised to attend whole academy curriculum enrichment trips/visits and activities.</p> <p>PP students will be first priority for careers guidance at key points in their school life (year</p>	<p>Year 7 Residential - £7,755</p> <p>Educational Trips/Visits - 27,464</p> <p>Work Experience/Careers - £34442</p>	<p>100% of Year 10 students accessed a work experience placement in which they developed their knowledge of the working environment &amp; gained valuable experience to assist them in their aspirations.</p> <p>All of year 10 students received a 1-1 Careers guidance session alongside a careers interview within the year.</p> <p>Students have participated within educational visits to higher education institutions such as Liverpool JMU, Chester University, Lancaster University, Liverpool</p>	<p>Improved monitoring of the impact of each trip using the Evolve evaluation form.</p> <p>Improved tracking of PP students access to trips and careers guidance.</p>



	<p>8 – options, year 10&amp;11 further education).</p> <p>OBA outdoor education programme provides O&amp;A opportunities within curriculum time for years 7-10</p> <p>Re launch of the OBA Pledge</p>		<p>Hope &amp; Manchester Universities. These opportunities have provided disadvantaged students the opportunity to experience a higher educational setting including aa Russel Group university. This has continued to raise the aspirations of students across the school. Destination data shows that only 2% of PP students have moved to attend a Russel Group university in comparison to 10% of their peers. 37% of disadvantaged students have gone on to attend university (42% non-disadvantaged).</p> <p>The outdoor &amp; adventurous programme provided students in year’s 7-10 opportunities to participate in a range of new activities such as rock climbing &amp; kayaking.</p> <p>The Duke of Edinburgh Award is offered for all students free of charge across the academy to develop a range of transferable skills and provide students with the opportunity to achieve a certificate to assist them with their employability. 49% of students who attended were PP. These students have achieved an additional qualification whilst experiencing a new opportunity and socialising with other students.</p> <p>The Academy’s outdoor educational programme allows students the opportunity to experience skills in adventurous circumstances.</p> <p>Disadvantaged students have received subsidies to participate in a range of exciting educational visits expanding their cultural awareness to new countries such as; Sicily, Malaga, Iceland &amp; skiing in France.</p>	
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<p>Improved outcomes for SEN PP students</p> <p>To raise literacy &amp; numeracy levels within students</p>	<p>Teaching Assistants to focus on raising attainment of PP SEN students.</p> <p>TLRs for leaders of Reading, Writing and Numeracy across the Academy.</p> <p>Core skills group to support students in KS3 with the lowest literacy &amp; numeracy levels. Support of a teaching assistant within core lessons.</p>	<p>Additional TA support - £40,928</p>	<p>SEN students' progress was broadly in line with the national average for SEN students.</p> <p>TA support within the core skills group was funded by PPG. Within this class a TA assisted a small class of students below the expected standard for English &amp; Maths within both year 7&amp;8.</p> <p>Within the Year 7 core skills cohort students progressed their reading age on average 1.1 years across the academic year. This shows accelerated progress in comparison to earlier years. Student's average reading age in September was 8 years &amp; 2 months and increased to 8 years and 9 months. Within year 8 core skills group the average reading age in September was 8 years 5 months and increased to 9 years.</p> <p>70% of students within the year 7 core skills group and 60% within year 8 achieved their target in English. 81% of year 8 students within the core skills group achieved their target in Maths.</p>	<p>Further monitoring of TA's via the SEND development plan.</p>
<p>Students to have the correct uniform</p>	<p>All Year 7 FSM students will be given a free academy blazer and tie.</p> <p>Subsidy available for uniform costs as applicable.</p>	<p>Blazer Voucher for Year 7 pupils - £3,300</p> <p>Uniform subsidies - £4,257</p>	<p>All Year 7s joining the Academy received a free tie and blazer. Students received their tie during the tie giving ceremony &amp; breakfast to celebrate their transition with their family.</p> <p>OBA students have high standards of uniform wearing it with pride. The Academy's ties also promote which house the students are in strengthening the OBA community.</p>	<p>Monitoring of individual student bids via bidding system/provision map.</p>

<p>Improved outcomes for students accessing alternative provision</p>	<p>Learning Support Centre available as on site alternative provision with a full time member of staff.</p> <p>Alternative provision manager to oversee effectiveness of alternative provisions &amp; ensure all students have suitable placements.</p> <p>Use of external providers as required to support students attainment</p>	<p>£17,526</p>	<p>In October 2017 OBA had a cohort of 15 students attending full time at Horizons. Whilst pupil engagement and attendance remained to be satisfactory, limited academic progress was made.</p> <p>An Alternative provision manager role was created In Nov 17 to ensure that quality alternative provision placements were sourced for students based on their individual needs. All provisions now used are quality assured or Ofsted registered and detailed records of pupils journeys through alternative provision, including, academic/behaviour trackers and AP exit plans/OBA re-integration plans, are now produced.</p> <p>In Sept 2018, only two year 11 year students remain at Horizons, where they continue to work on Maths and English GCSE and foundation skills, and the remainder of the cohort have been moved onto high quality education provisions, where academic progress is being made in a wider variety of subjects.</p> <p>Whilst the cohort of students has not decreased this year, the level of engagement, attendance and academic progress has significantly improved and the risk of permanent exclusion and NEET status and significantly decreased.</p> <p>One yr10 student who was moved on from Horizons in February 2017 and was underachieving in maths and English, went on to sit his Maths GCSE at Harmonize Academy a year early, due to the significant progress that he had made during the first 5 months of attending there. The pupil achieved a C grade and is now on track to achieving a further 6 GCSE's this academic year, now that he is in year 11.</p>	<p>Focused development plan on raising the progress of Alternative Provision students.</p> <p>The goal for this academic year is to provide any new AP students with shorter periods of time spent out of provisions, and for them to reintegrate back into OBA, once they have addressed issues around their barriers to learning.</p>
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			<p>The Learning Centre Support classroom has been created at OBA, to help support students entering and exiting AP. The classroom has a designated teacher, who is able to work with students on personalised timetables, to ensure that they are ready to re-integrate into mainstream circulation without incident'.</p> <p>.</p>	
<p>To improve attendance of disadvantaged students.</p>	<p>Education Welfare Officer employed to support with home visits, attendance Surgeries, meetings and support for school in addressing students with poor attendance.</p> <p>Attendance officer to conduct same day absence calls and home visits for continued absences.</p> <p>Attendance Rewards used to encourage targeted students</p> <p>Use of home learning software to assist with long term absences</p>	<p>£19,780</p>	<p>The Academy employs two full time attendance officers who conduct same day absence calls with disadvantaged students as a high priority within the call list. They are also prioritised with home visits on the first day absence so any issues can be addressed asap and support can be individualised</p> <p>EWO officer has directed time within the school for 1 day per week supporting the attendance team with home visits and attendance surgeries. Also the more complex cases are discussed and visited and a plan of action is put in place for the coming week</p> <p>Students are rewarded for positive attendance via praise home from their form tutor, draws for vouchers for students with good attendance and rewards during attendance focus months. They are also rewarded with free trips and prom tickets.</p> <p>2 students effectively used home learning software to allow them to transition back into the Academy during illness/injury. Both students achieved 100% attendance to the home learning software.</p>	<p>Focused target within Pupil Premium development plan to raise attendance levels and reduce persistent absence within the cohort.</p> <p>Monitor student engagement with home learning to ensure impact is evident.</p>

	Improved parental engagement for attendance with regular postcards/letters home alongside rewards		Overall PP attendance for 2017-18 was 89.07% with PP persistent absence at 19.17%.	
Purchase a Provision Mapping system to monitor interventions	Trial of provision map software's  Implementation & set up of Edukey Provision Map system. Use	£880.75	A variety of Provision Mapping systems were trialled and evaluated. EduKey Provision Map system training has been completed with key staff. Provision Map software has been integrated within the school network system/SIMS. The Provision Map tool has been initiated with a database of interventions ready to use from September 2018.	Embed the use of the Provision Mapping system. All interventions/initiatives to be inputted, tracked and monitored half termly for impact.
Music Tuition for Students	Free peripatetic music lessons for students  Free instrument loan for students undertaking music lessons	£42,714	42.38% of students of students who received free music tuition were pupil Premium Students. This provided students with the opportunity to learn a musical instrument and loan an instrument.	