



### How is Pupil Premium Spent at Ormesby School to Ameliorate Barriers to Learning 2014-15

Our school serves a catchment which experiences significant social disadvantage. We recognise that this results in our students experiencing additional barriers to their learning. We are working to ameliorate these barriers for our students and have structured our curriculum, pastoral system and staffing to target key barriers such as low literacy and numeracy, behaviour, inclusion, emotional well-being, cultural and educational opportunity, health and well being. We recognize that good or better teaching has a disproportionately positive impact on our disadvantaged cohort. Our pupil premium funding is deployed to target these barriers and raise the quality of our provision.

Barrier Being Addressed	Sutton Trust Summary	Whom	Outline of Initiative	PPG	Impact by end of academic year
Raising the profile of Pupil Premium	N/A	EWI	<b>Senior Leader</b> leading on pupil premium and targeting barriers to learning that disadvantaged students may experience. Responsible for implementation of secondary pupil premium school improvement plan. RAG rated each half term by our school improvement partner	Costed in SLT	> 75% of Pupil Premium SIP KPIs met
*Talented Leaders	N/A	LJA	<b>Ensuring leadership</b> opportunities are distributed to tackle barriers to learning are offered through one year project posts for Teachers and support staff. This helps raise the profile of PP related issues and keep talented staff in school	£10,000 for TLR and honorarium	Each project post brief has been met with >75% of its success criteria RAG rated green
<b>Strategy: Raising Aspiration, Self-esteem and Preparedness for Work</b>					
<b>Key focus 1: Raising Aspiration: low aspiration prevents learners aiming high and taking risks in learning necessary to succeed</b>					
Brilliant Club	1:1 and small group mentoring & aspirational visits with local Russell group university (Durham) High impact moderate cost	EWI/ DBE	Scholars programme: launch trip, tutorials and graduation event. Working with GAT most able in Y7,8, 9 & 10. For STEM and Arts and Humanities subjects. Places a PhD tutor into school to deliver a university-style module to two groups of either six pupils (key stages 3-4) at least 33% of whom must meet the Ever 6 FSM criteria. Before delivering a placement, PhD tutors pass an assessment centre, attend a training weekend, design a course of study and have DBS check.	£160 per student ( £4000 for 2 cohorts)	Average performance across the Summer 2014 Scholars Programme meets the programme percentages for 1 <sup>st</sup> , 2.1, 2.2 and 3rd
Uniform Support	Limited evidence from Sutton Trust	Govs	Supports our most disadvantaged families to provide school uniform. Particularly essential this year as we have introduced a new full school uniform. Our uniform is extremely smart and promotes pride and self esteem in our students and school.	£22000	Standards of uniform are high with <5% students on uniform conduct reports. Raised profile of our school in community. >10% increase in Y7 roll
Field Centre	No Sutton Trust research base	CFI / HOD PE	We are very fortunate to have an outdoor residential field centre based in the Durham Dales. This facility enables our students to access residential support, leadership and revision programmes. It offers outdoor education activities provided to support and develop their interest in the wider world and develop of social skills and wellbeing.	£5000	Due to condition of buildings residential have not been able to go ahead until works are completed
CE/IAG	Individualised instruction: Low impact for low cost,	CFI / CST	A robust careers programme is offered through an SLA and PEP days to build aspiration in our students. This investment in	£5000	86% Disadvantaged cohort going to employment education or training ( Nat Ave



	based on moderate evidence. +2 months		excellent quality CE/IAG. Raising attainment, and supporting students to develop employability skills and increasing success post 16 either in education or employment.		85%)
<b>Key Focus 2: Ensuring Attendance and Punctuality: poor attendance attitudes affect learning, improving engagement with families and reinforcing and role modeling work place skills to students</b>					
<b>Attendance Referral Centre</b>	Limited evidence but students cannot learn if not in school and 1:1 tuition is high impact for moderate to high cost	KPR/ CGI	Designed to support students who experience issues with attendance. Staff work with vulnerable students on individual basis in to reintegrate them back into mainstream lessons on a full time basis. 3 TA's support these students lessons as well as working with them to overcome barriers which in turn affect their attendance at school. We provide part time alternative education provision for some of these students through local providers.	£47000	Attendance KPIs in SIP are met and new robust protocols are now in place
<b>Attendance Officer supported by Attendance Administrator</b>	Limited evidence but students cannot learn if not in school	KPR	Oversees day to day attendance and monitoring our first day response and targeting PA students' attendance; looking for patterns in attendance/absenteeism and liaising with outside agencies in order to offer a holistic and systematic approach to improving our whole school attendance.	£41665.92	Attendance KPIs in SIP are met
<b>Key Focus 3: Student Well-being &amp; Resilience: Emotional and physical well-being often presents as a barrier to learning affecting self-worth , resilience and preparedness to learn</b>					
<b>Breakfast Club</b>	Limited evidence	CFI	In order to promote health and wellbeing we run a breakfast club, which offers an excellent selection of healthy and nutritious options to our students in order to set them up well for the day. Additionally Y11 are given breakfast before exams.	£6000 additional £1000 for Y11 exams	Numbers remain at 180+ daily
<b>Introduction of cashless catering system</b>	N/A	CFI	Paper FSM lists are removed and FSM cohort is no longer identified at payment registers to increase equity.	£17000	Student voice is >85% positive about the implementation
<b>Aspiration and well-being coordinator</b>	Social and emotional learning: Moderate impact for very low cost, based on extensive evidence.	TBC	This role oversees careers, health and well being, internal and external mentoring programmes, coordinates progress and revision clubs, trips and visits, uniform supplies etc	£27000	
<b>Life Coach</b>	Social and emotional learning: Moderate impact for very low cost, based on extensive evidence.	KPR	Qualified counselors/ coaches to provide coaching for vulnerable and disengaged students enabling them to develop proactive ways to overcome barriers they experience. Our life coaches work and train our pastoral and inclusion team, covers self-worth and working on strengths, active listening etc.	£52000	This is extremely well attended >160 students seen per term
<b>School Nurse</b>	No Sutton <i>Trust research base</i>	CST/ DBE	We engage in the school nurse service. Run appointments, immunisations, health and wellbeing; provides information and support to many of our students and sex education advice.	No cost	Immunisation take up is improved and clinic well attended
<b>Strategy: Raising Academic Readiness, Confidence and Engagement</b>					
<b>Key Focus 4: Improving Numeracy and Literacy: Low standards of literacy and numeracy prevent learner accessing the curriculum and hinder readiness for the workplace</b>					
<b>TAs for Literacy and TA</b>	Small group tuition: Moderate	CGI	Support targeted students in lessons and through specific	£45667	Identified activities with TAs provided learning



<b>for Numeracy: Small group intervention:</b>	impact for moderate cost, based on limited evidence. + 4 Months		intervention catch up programmes through SEND based withdrawal. To facilitate before and after school catch up provision.		gains for > 85% of pupils involved
<b>Reading programmes</b>	Phonics programmes: Moderate impact for very low cost, based on extensive evidence. + 4 Months	CGI/ EWI	The school has introduced Accelerated Reader and Lexia. The aim being that students can access the curriculum more effectively through improved language development. Y7 will be introduced first with it being rolled out to the whole of KS3 in stages. We will have Y7-9 all engaged by Jan 2016. The LRC has been restocked encouraging students of all ages and abilities to read for pleasure. This will complement the tutor time reading initiative we will also be introducing.	£8500	All students involved make positive reading gains from the baseline test Reading and Library have a high profile in school Book loans have trebled Ave reading gains 5 months + Improved reading ages as interventions are targeted accurately. Improved reading ages leading to accelerated progress for FSM students. Profile of reading, library usage and book loans demonstrably improve 2 million word + readers
<b>Reading tests / Lucid Exact</b>	No Sutton Trust research base	CGI	Students to have their needs identified through thorough testing to ensure that they have adequate support in place.	SLA from 2013 £650	
<b>Additional books in library for AR programme</b>	No Sutton KK Trust research base	EWI	Accessible reading material for lower ability students.	£5000	
<b>Librarian x 2</b>	No Sutton Trust research base	EWI	Poor levels of reading are a key barrier to learning for our disadvantaged students the library and the work it can do to encourage and promote reading is key. We employ two librarians who lead our Accelerated Reader Programme, morning and break time reading sessions. They supply reading materials and research materials to our breakfast club staff and teachers.	£47898	
<b>Maths Consultancy</b>	No Sutton Trust research base	LJA	This consultancy work will support the maths faculty in developing interventions and teaching strategies to narrow the FSM gap.	£450 per day X 8 £3600	Maths Department newly staffed September 2015 with 5 new teachers
<b>Schofield and Simms Morning Maths Scheme</b>	No Sutton Trust research base	DBE	The school is purchasing this system in order to further develop students' key skills in number. This maths programme will run during morning registration time. Staff are trained by an SLE in maths from our primary partner school Pennyman Academy.	TBC	Numeracy rates improve from baseline testing
<b>Specialist Language teacher 0.5</b>	Moderate impact for low cost based on extensive evidence + 5 months	CGI	Internal testing for access arrangements to support learners both for internal and public tests	£11000	Access arrangements are in place for all Y9, 10 and 11v students
<b>Key Focus 5: Improving Examination Results: narrowing the gap by supporting all students to prepare and invest time in their examinations</b>					
<b>Y11 Assertive mentoring</b>	Mentoring: Low impact for moderate cost, based on moderate evidence. + 1 Month	EWI	Introduced an assertive mentoring programme into Y11 in order to effectively support students who face particular challenges and have specific needs.	No cost	> 70% of students involved in mentoring achieve their targets
<b>HLTA x 4 (2 maths &amp; 2 English)</b>	Very low or no impact for high cost, based on limited evidence. 0	HWA/ CPA	To address the maths & English FSM expected progress gap by adding capacity to the departments to enable teachers to deliver	£100,904	Maths and English KPIs were not met



	Months		specialised intervention.		
<b>Progress Clubs and Holiday Revision Support</b>	Moderate impact for moderate cost +2 months	DBE	Departments run intervention classes weekly for targeted students in order for them to make the progress necessary to succeed. From January 2015 we will run an extensive study support programme after school, at weekends and during the holiday periods to provide extensive support to students in Y11.	£5000	Y11 students >75 % attend at least 1 holiday revision day and 25 progress club sessions
<b>Revision Materials</b>	No Sutton Trust research base	DBE	All Y11 students will also be provided with revision materials to support focussed home learning as well as supporting school revision sessions.	£1500	SIP KPIs are met
<b>Key Focus 6: Extending Curriculum Opportunities: widening experience for our disadvantaged cohort is essential to overcome their cultural, social and economic barriers</b>					
<b>Curriculum Redesign</b>	Flexible groupings support disadvantaged students low cost moderate impact	LJA	Redesigned our curriculum and staffing to strengthen subject specialism and to remove banding to allow greater flexibility in setting and to have mixed ability setting in linear blocks for foundation subjects.	Restructure released PPG funding	Curriculum is deemed fit for purpose by HMI
<b>*Cultural Arts curriculum</b>	Arts participation Moderate impact for moderate cost based on moderate evidence. +2 months	LJA	Introduced a strong arts (drama, dance & music), PE and outdoor education element into the curriculum provision this is important as we believe it strengthens the cultural element of schooling which develops self-esteem and personal resilience and commitment.	£60,000 (funded in staffing)	Take up of arts subjects increased by 2015/16 26% on EBacc
<b>*PE and Outdoor Education provision</b>	Sports participation & outdoor adventure learning: Moderate impact for moderate cost based on moderate evidence.+2 months	LJA	PE and outdoor education element into the curriculum provision this is important as we believe develops well-being, self-esteem and personal resilience and commitment. Includes a Director of this area.	£54,000 (funded in staffing)	PE provision is deemed at least good December 2015
<b>Student leadership programmes</b>	Sports participation: Moderate impact for moderate cost based on moderate evidence. +2 months	HOD PE	Through PE and outdoor education offer opportunities for accreditation in leadership. This builds leadership opportunities and raises self-esteem.	£2000	Not met
<b>Key Focus 7: Teaching and Learning: key to narrowing the gap as good or better teaching has a disproportionately positive impact on disadvantaged students and talent needs to be retained</b>					
<b>Teaching database</b>	No Sutton Trust Research	AHO	The quality of teaching has a disproportionately positive impact on disadvantaged students. This monitors teaching quality overtime and supports staff to develop their practice.	£500	Leadership of Teaching is judged to be driving improvement by HMI November 2015
<b>*Yellow Box Marking initiative</b>	Effective feedback: High impact for low cost, based on moderate evidence. + 8 Months	AHO	This allocates departments additional work scrutiny and assessment development time for underallocation as part of our 'Effective Feedback' T&L reflective work linked to feedback in a more general sense. Developed in house the protocol is now used throughout the school.	10 periods x £1800 = £18,000	The number of good/outstanding teaching observations to improve by >45%. Achievement and attainment to improve as a result of improved feedback and outstanding wave 1 teaching.
<b>Teaching and Learning Organisation</b>	Meta cognition and self regulation high impact for low cost +8	AHO	Quality of teaching has a disproportionately positive impact on disadvantaged students. Supports staff to develop their practice	£15,000	



	months		and our students' behaviour for learning by focusing on students' habits of mind. Works with Graham Powell and Guy Claxton.		
<b>Cameras for coaching classroom</b>	No Sutton Trust Research	AHO	The quality of teaching has a disproportionately positive impact on disadvantaged students. This supports staff to develop their practice through a coaching classroom.	£300 update	See above
<b>Survey Monkey</b>	Effective feedback: High impact for low cost, based on moderate evidence.+ 8 Months	AHO	This enables us to take regular feedback through surveys from both staff and students.	£300	Student and staff voice is well considered and drives school improvement agenda. 1 survey per term
<b>Consultancy &amp; partnerships</b>	High impact for low cost	LJA/ AHO	Encouraging staff to be reflective and evaluative. Supporting them too be outward looking and seek out excellent practice in teaching and closing the gap. Engaging with our outstanding primary feeder schools to understand what KS2 learning	£450 per day x 15 £7000	All departments have been externally reviewed and have a clear action plan for improvement. 8 /12 HODs are new by September 2015
<b>*Leadership Training: Teachers Leaders, NPQSL and Future Leaders</b>	No Sutton Trust Research	AHO/ LJA	Ensuring staff are offered opportunities to develop their leadership. This helps keep talent in our school.	£8000 (funded through CPD)	At least 4 staff were on national leadership programmes 2014-15
<b>Strategy: Improving personal responsibility for actions and attitude</b>					
<b>Key Focus 8: Pastoral Support Strategies: High expectations are central to raising standards and supporting the belief that all regardless of background can achieve</b>					
<b>Behaviour and Internal Inclusion Support</b>	Behaviour Interventions: Moderate impact for very high cost, based on extensive evidence. + 4 Months	KPR	Reduce exclusions and raise expectations supporting the emotional development ad social skills of young people to ensure any cycle of mis-behaviour is broken.	£22000	Behaviour KPIs are met
<b>Rewards</b>	No Sutton Trust Research	KPR / EWI	Half termly trips to reward the FSM key target group for attendance, behaviour and progress made during the half term	£7000	Improved attendance, behaviour and progress amongst the target group.
<b>Consequences Room</b>	Behaviour Interventions: Moderate impact for very high cost, based on extensive evidence. + 4 Months	KPR / BBE	Inclusion room aims to improve targeted students' motivation and attainment reducing exclusions. The system raises expectations on behavior for learning. The programmes run by the team provide opportunities for students to achieve their potential academically, spiritually, socially, morally and culturally. Students work on reintegration to enable them to deal with their barriers and break cycle of exclusion.	£69825	Reduced behaviour logs, increased attendance and improved attainment for students tracked.
<b>Total</b>	<b>*Total does not include the teaching staff posts, designated class codes for timetable allocation or CPD which is covered through other budgets but are still structured to impact on closing the gap.</b>			<b>Total £583309.92</b>	