

EVALUATION OF THE PUPIL PREMIUM STRATEGY 2017-18

At Ormiston Venture Academy, all members of staff and governors are committed to improving the outcomes of disadvantaged learners. This includes:

- To continue to improve attainment in English and mathematics focusing on narrowing the gap between disadvantaged students and their peers **(PP1)**
- To develop the “cultural capital” of students so that all students, but specifically disadvantaged students have improved comprehension and inference skills and the ability to place knowledge into a broader context **(PP2)**
- To continue to improve the engagement of students and their families so that overall attendance (including to P6 provision) improves and the proportion of disadvantaged students who are persistently absent decreases, **(PP3)**

PP1. Raise Attainment	2017-18 Expenditure	Impact																					
Raising Achievement Team	£32,867	<p>Attainment in English and Maths has improved and the gap between disadvantaged students at venture and non-disadvantaged students nationally has closed. Continues to remain a focus to close internal gaps</p> <table border="1"> <thead> <tr> <th></th> <th>2017 PP</th> <th>2018 PP</th> </tr> </thead> <tbody> <tr> <td>Basics 4+</td> <td>37%</td> <td>53%</td> </tr> <tr> <td>English 4+</td> <td>43%</td> <td>65%</td> </tr> <tr> <td>Maths 4+</td> <td>51%</td> <td>58%</td> </tr> <tr> <td>Basics 5+</td> <td>18%</td> <td>32%</td> </tr> <tr> <td>English 5+</td> <td>31%</td> <td>43%</td> </tr> <tr> <td>Maths 5+</td> <td>27%</td> <td>38%</td> </tr> </tbody> </table>		2017 PP	2018 PP	Basics 4+	37%	53%	English 4+	43%	65%	Maths 4+	51%	58%	Basics 5+	18%	32%	English 5+	31%	43%	Maths 5+	27%	38%
	2017 PP	2018 PP																					
Basics 4+	37%	53%																					
English 4+	43%	65%																					
Maths 4+	51%	58%																					
Basics 5+	18%	32%																					
English 5+	31%	43%																					
Maths 5+	27%	38%																					
Raising Achievement budget	£10,949	<p>Intensive targeted support was put in place to increase the attendance of PP students to P6 sessions and to encourage the access of residentials and other intervention and revision support. On average disadvantaged Y11 students attended 20 P6 sessions (+2 on other students in the year group). This was a contributing factor to the improvement in results outlined above.</p>																					
Teaching and Learning Responsibility for Head of Year 9-10	£6,515	<p>Targeted mentoring of students in year 9 and 10 led to significant improvements in progress across the year. Year 9 and 10 now receive regular year assemblies with a raising achievement focus and have a shared calendar of important dates helping</p>																					

		to ensure a KS4 experience more similar to what they will receive in senior year.												
Success Centre	£23,189	86 disadvantaged learners received targeted intervention with reading and spelling based on NFER testing. On average these students made 18 months' worth of improvement in their spelling ages and 8.6 months improvement in their reading ages. A range of targeted approaches including lexia and accelerated reader are used as a part of this process.												
Master Maths Centre	£25,661	26 targeted disadvantaged year 8 students made on average a 20% improvement in their Maths scores through NFER testing with every student making progress across the intervention period. 13 year 7 disadvantaged students were targeted and saw an average 21% improvement in their scores.												
TA Support	£68,664	Teaching assistants in place to support in groups with high percentage of SEND and LPA. Although groups broadly in line with national averages of all students, focus needs to be on ensuring 2019 levels of progress match those in 2017 consistently. Refine strategies. <table border="1" data-bbox="762 1205 1382 1397"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Low Prior Attaining /PP</td> <td>0.53</td> <td>-0.06</td> </tr> <tr> <td>SEN/PP</td> <td>0.16</td> <td>-0.05</td> </tr> </tbody> </table>		2017	2018	Low Prior Attaining /PP	0.53	-0.06	SEN/PP	0.16	-0.05			
	2017	2018												
Low Prior Attaining /PP	0.53	-0.06												
SEN/PP	0.16	-0.05												
Higher Level Teaching Assistant English	£22,360	Supporting targeted students for intervention. Use of assessment to inform forensic approach to gap filling. Results in English for disadvantaged students have improved. Continue to refine and develop strategies in 2018-19 to ensure positive progress is made <table border="1" data-bbox="762 1653 1382 1809"> <thead> <tr> <th></th> <th>2017 PP</th> <th>2018 PP</th> </tr> </thead> <tbody> <tr> <td>English 4+</td> <td>43%</td> <td>65%</td> </tr> <tr> <td>English 5+</td> <td>31%</td> <td>43%</td> </tr> <tr> <td>English P8</td> <td>-0.74</td> <td>-0.11</td> </tr> </tbody> </table>		2017 PP	2018 PP	English 4+	43%	65%	English 5+	31%	43%	English P8	-0.74	-0.11
	2017 PP	2018 PP												
English 4+	43%	65%												
English 5+	31%	43%												
English P8	-0.74	-0.11												
Internally Assessed Examinations	£7,570	IAEs ensure that students are appropriately prepared for full exams, that systems and expectations are clear and fully embedded. They also help to ensure predictions are accurate and the correct interventions are therefore put in place to have the striking impact necessary. Predictions of												

		disadvantaged students were 73% accurate.																					
Partners in Excellence Membership (PiXL)	£22,360	<p>PiXL Strategies are used throughout the academy both to support first quality teaching and various intervention programmes. Middle and Senior leaders access the conferences and review practice, implementing new strategies where possible. WAVE diagnostic test papers allowed for greater interventions to be put in place in English, Science and Maths leading to improved results in all areas for disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th></th> <th>2017 PP</th> <th>2018 PP</th> </tr> </thead> <tbody> <tr> <td>Basics 4+</td> <td>37%</td> <td>53%</td> </tr> <tr> <td>English 4+</td> <td>43%</td> <td>65%</td> </tr> <tr> <td>Maths 4+</td> <td>51%</td> <td>58%</td> </tr> <tr> <td>Basics 5+</td> <td>18%</td> <td>32%</td> </tr> <tr> <td>English 5+</td> <td>31%</td> <td>43%</td> </tr> <tr> <td>Maths 5+</td> <td>27%</td> <td>38%</td> </tr> </tbody> </table> <p>Continue with strategy.</p>		2017 PP	2018 PP	Basics 4+	37%	53%	English 4+	43%	65%	Maths 4+	51%	58%	Basics 5+	18%	32%	English 5+	31%	43%	Maths 5+	27%	38%
	2017 PP	2018 PP																					
Basics 4+	37%	53%																					
English 4+	43%	65%																					
Maths 4+	51%	58%																					
Basics 5+	18%	32%																					
English 5+	31%	43%																					
Maths 5+	27%	38%																					
PP2. Achievement Across the Broader Curriculum	2017-18 Expenditure	Impact																					
Teaching and Learning Responsibility for Cultural Capital	£1,800	All students received a cultural capital passport increasing their engagement in extended learning opportunities. This will be tracked and continue to be developed over the coming year. The academy held a pop up museum from Time and Tide with 100% of disadvantaged students accessing these workshops. 14.33% of disadvantaged students accessed a national trip compared with 12.56% of the academy as a whole with 78.95% of disadvantaged students accessing some form of trip or experience.																					
Teaching and Learning Responsibility for Literacy	£1,800	100% of year 9 disadvantaged students received a presentation from an author and 46% of those who were selected for a writing masterclass with him were disadvantaged students.																					
Accelerated Reader	£2,000	See Success Centre impact																					
Period 6 Support	Included within Master Maths costs	577 Raise Room visits were undertaken by y7-10 students as part of the period 6 report. The majority in years 7-9 accessing this provision were disadvantaged students. Attendance needs to remain high across the year with students continuously targeted to attend. In addition to this the academy now has an academic tutoring																					

		programme in place to help students fill gaps in their learning.
GCSE Pod	£833	60,000 pods were accessed by Ormiston Venture Students across the year to support their independent study and revision. This is significantly above the average schools' usage. Continue with strategy and ensure balance between other apps is effective for students.
Music Tuition	£3,821	45% of students accessing music tuition inside of the academy are disadvantaged students. Whilst this is broadly in line with the cohort as a whole, continue to develop strategy to engage more disadvantaged students.
Arts Participation	£2,671	A range of trips and participation opportunities have been put in place to allow students to gain more insight into the arts, this is helping to increase disadvantaged students access to the arts. 36% of Venture's Got Talent performing acts were disadvantaged, 62% of those students selected to visit the Sainsbury's Centre in Norwich were Pupil Premium. The upcoming Little Shop of Horrors show will feature a 45% disadvantaged cast. Continue with targeted opportunities such as the above.
Transportation	£15,588	The percentage of disadvantaged students accessing academy trips was broadly in line with that of non-disadvantaged. 14.33% of disadvantaged students accessed a national trip compared with 12.56% of the academy as a whole with 78.95% of disadvantaged students accessing some form of trip or experience. Continue to look at ways of making trips more accessible to all students
PP3. Engagement	2017-18 Expenditure	Impact
Attendance Officer	£14,242	Disadvantaged students' attendance for 2017-18 was 93.83% which is above the national average of 92.70% for PP students. However, there is an internal gap between disadvantaged and non-disadvantaged pupils that will continue to be addressed by strategies in place.
Family Liaison Officer	£8,753	Disadvantaged students' attendance is above the national average for PP students. Work done by the family liaison officer engaging with targeted families has led to continued good attendance for

		disadvantaged students.
Counsellor	£6,565	The academy directs the counsellor to work with any student who needs an additional layer of support but doesn't receive this from external agencies. This allows all students who work with the counsellor, including disadvantaged students to ensure they able to maximise on their learning opportunities and overcome barriers to their achievements.
Period 6 Support	See Master Maths and Raising Achievement	577 Raise Room visits were undertaken by y7-10 students as part of the period 6 report. The majority in years 7-9 accessing this provision were disadvantaged students. Attendance needs to remain high across the year with students continuously targeted to attend. In addition to this the academy now has an academic tutoring programme in place to help students fill gaps in their learning.
Summer School	£7,500	61% of disadvantaged students in the new year 7 intake attended summer school sessions. This has helped to support the transition period and ensure high attendance for these students in the initial weeks of term. Continue with the strategy and look at how to target disadvantaged students for improved take up of sessions.
Travel Independence Training Across Norfolk (TITAN)	£8,752	Increase in the number of students engaging in the Titan Process which helps to support the attendance and engagement of SEN and SEN/PP students in particular.
Specialist Qualified Nurse	£25,175	Disadvantaged students' attendance is above the national average. Work done by the nurse to support students who may have attendance concerns is a crucial element of the attendance strategy and will continue to be so.
On Club	£2,000	Increase in the number of students engaging in the on club at lunch times which helps to support the attendance and engagement of SEN and SEN/PP students in particular. 50 students accessed the provision in 2017-18
Uniform Support	£2,000	Specifically targeted at disadvantaged students to ensure any inability to purchase uniform is not a barrier to a student's attendance or attitude in the academy.
Breakfast Club	£4,000	Provides additional support for students, increasing

		engagement in the academy. Disadvantaged students' attendance for 2017-18 was 93.83% which is above the national average of 92.70%.
Emergency Fund	£2,000	Specifically targeted at disadvantaged students to ensure any inability to purchase food or equipment is not a barrier to a student's attendance or attitude in the academy.
Safeguarding Support	£34,582	The safeguarding team support a large number of disadvantaged students in ensuring they feel happy and safe in the academy and are therefore able to access and thrive in their learning. Safeguarding systems have been highly praised by external agencies.
Behaviour and Inclusion	£1,000	Transition to and implementation of the Venture Way Ready to Learn system has seen a significant improvement in the attitudes to learning of disadvantaged students and contributed to improved outcomes.
	£365,217	