

## The Orme Academy Strategy Explanation Document 2020-21

# Pupil Premium Strategy : Over and Above

<b>Vision</b>	To ensure accelerated progress for Pupil Premium students. To secure academic and enrichment success achieving at least in line with their Non-Pupil Premium peers in school. PP students will be challenged in line with National Non-PP students, early identification of barriers to learning will be embedded and a coordinated approach to removing those barriers will create an expectation of opportunity thus making The Orme Academy a beacon of equality.				
<b>Strategy Aspect</b>	<b>Attendance</b>	<b>Teaching and Learning</b>	<b>Curriculum</b>	<b>Parental and Pupil Engagement</b>	<b>Interventions</b>
<b>What this means</b>	<ul style="list-style-type: none"> <li>• Covid-19 risk groups identified for early intervention</li> <li>• Forensic analysis of PP Attendance data by all staff</li> <li>• Celebration / rewards events for PP students</li> <li>• Maintenance of 2<sup>nd</sup> day absence approach</li> <li>• Attendance Matters policy launch to ensure consistency of application</li> <li>• Pastoral Support Officers deployed to work with students who have attendance below 95%</li> <li>• Pastoral Support Plans for all PP students with absences above 5%</li> <li>• Homework Club catch-up to ensure missing work is completed</li> </ul>	<ul style="list-style-type: none"> <li>• Covid-19 Catch-up and recovery plans in place for all PP students in all subjects</li> <li>• PP Champion leading a working party of staff and raising the profile of support strategies</li> <li>• Maintaining a culture of 'over and above / deliberate practice</li> <li>• Quality First Teaching aimed at removing barriers</li> <li>• Risk Register for all year groups</li> <li>• PP Student Pursuits</li> <li>• Inclusive Planning Grids to have a new section on behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Subject resources packs to support work at home / blended learning</li> <li>• Independent Learning</li> <li>• Enhanced provision of ICT at home for PP students</li> <li>• Alternative education opportunities</li> <li>• Highly bespoke support as need is identified across academic, behaviour, SMSC etc</li> <li>• Mentor and key worker support</li> </ul>	<ul style="list-style-type: none"> <li>• PP area on website</li> <li>• All staff expected to know who their PP students are</li> <li>• Teachers expected to know barriers to learning</li> <li>• High profile focus on PP students for achievement, behaviour and attendance</li> <li>• CPD for staff re-PP barriers and high expectations.</li> <li>• PP Data Conference</li> <li>• Dedicated key worker for raising attainment for boys</li> <li>• PP Review to monitor and evaluate progress and identify support</li> <li>• Bespoke provision for PP pupils with additional and SEND needs</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted intervention to ensure accelerated progress</li> <li>• Dedicated Literacy and Numeracy Catch-up Programmes with LSA support and specialist teachers</li> <li>• Support for engagement in visits and residential</li> <li>• Younger Minds / ELSA referrals</li> <li>• Identification of potential PP NEETs and targeted career support and advice</li> <li>• Targeted curriculum enrichment trips (eg Outward Bound / Black Country Living Museum)</li> </ul>
<b>Expected impact:</b>	<ul style="list-style-type: none"> <li>• Students, Teachers, Parents and carers have the same <b>high expectations</b> of Pupil Premium students</li> <li>• Outcomes for PP students (achievement, attendance and behaviour) are strong and at least in line with national expectations. There are no gaps between academy PP and Non-PP students in all year groups</li> <li>• PP student engagement with enrichment opportunities is at least in line with Non-PP students</li> <li>• PP student progression to positive destinations is strong and equal to Non-PP students in terms of aspirations</li> </ul>				