

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Open Academy
Pupils in school	541 Oct 19 census
Proportion of disadvantaged pupils	37%
Pupil premium allocation this academic year	£190,045 April 20 to Mar 21
Academic year or years covered by statement	2019/2020 to 2020/2021
Publish date	November 2019
Review date	October 2020
Statement authorised by	Jon Ford
Pupil premium lead	Kate Wenlock
Governor lead	Mark Hurran

## Disadvantaged pupil performance overview for last academic year (2019 in brackets)

Progress 8	-0.26 (-0.93)
Ebacc entry	13% (0%)
Attainment 8	41.41 (37.28)
Percentage of Grade 5+ in English and maths	26% (36.1%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2021
Attainment 8	Achieve national average for attainment for all pupils	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 2021
Other	Improve attendance to national average	Sept 2021
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Effective responses through Teaching & Learning to assessment information on literacy needs in all subject areas
Priority 2	Improving consistency of appropriate marking and feedback
Barriers to learning these priorities address	Ensuring the highest quality teaching so that PP students are confident and successful learners Poor literacy skills and language acquisition
Projected spending	<b>£17,460</b>

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Making approach to homework consistent and effective to ensure learning hubs positively impact progress
Priority 2	Deploying literacy interventions appropriately according to accurate assessment information; GL Assessment/CAT's, Guided Reading, Accelerated Reader, use of HLTA's, Rubric information (Teams)
Barriers to learning these priorities address	Student capacity for independent study Poor literacy skills and language acquisition
Projected spending	<b>£62,010</b>

## Wider strategies for current academic year

Measure	Activity
Priority 1	Implementing new pastoral system that positively impacts attendance and student engagement
Priority 2	Providing increased opportunities to improve cultural capital
Barriers to learning these priorities address	Lower self-belief, motivation and aspirations that can impact behaviour Lack of cultural capital and enrichment activities outside of academy compared to non-PP students due to financial constraints
Projected spending	<b>£110,575</b>

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring new assessment system is robust to allow accurate diagnostics	Use of RAP groups to moderate and standardise. Working with middle leaders to improve QA
Wider strategies	New pastoral team and system Staff being confident on where cultural capital can be improved in and out of the classroom	Clarity and guidance in setting purposeful homework Use of meeting time and clarity over responsibilities of pastoral team for progress Use of CPD time

## Review: last year's aims and outcomes

Aim	Outcome
<p>Effective responses through Teaching &amp; Learning to assessment information on literacy needs in all subject areas</p> <p>Improving quality of appropriate marking and feedback</p>	<p>Progress of PP students is in line with Non-PP and exceeding in some year groups.</p> <p>Implementation on new assessment model allows PP students to be targeted for support in the classroom and via hub</p>
<p>Making approach to homework consistent and effective to ensure learning hubs positively impact progress</p> <p>Deploying literacy interventions appropriately according to accurate assessment information; A* Centre, Guided Reading, Accelerated Reader, use of HLTA's</p>	<p>Our approach to remote learning in lockdown informed a new and more effective method for setting and feeding back on homework on return to school</p> <p>Hubs up and running with good attendance from PP students, helping to close gaps in curriculum knowledge and understanding</p> <p>Use of AR and guided reading helping to establish culture of reading via tutor time and promotion of reading for learning</p> <p>HLTA's deployed to support key students in accessing learning in the classroom and via the virtual school</p>
<p>Implementing new pastoral system that positively impacts attendance and student engagement</p> <p>Providing increased opportunities to improve cultural capital</p>	<p>New system supported regular contact with PP students in lockdown. Individual needs were identified and addressed i.e. hardware provision</p> <p>New teams staffed hubs to support students in increasing confidence in Teams and closing gaps</p>

