

Pupil Premium strategy statement

School overview

Metric	Data
School name	Open Academy
Pupils in school	537 (584 including OA6)
Proportion of disadvantaged pupils	39.39%
Pupil premium allocation this academic year	£201,983
Academic year or years covered by statement	2020/2021 to 2021/2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Jon Ford
Pupil premium lead	Kate Wenlock
Governor lead	Mark Hurran

Disadvantaged pupil performance overview for last academic year (2020 in brackets)

Progress 8	-0.58 (-0.26)
Ebacc entry	12% (13%)
Attainment 8	31.22 (41.41)
Percentage of Grade 5+ in English and maths	19% (26%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2022
Attainment 8	Achieve national average for attainment for all pupils	Sept 2022
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 2022
Other	Improve attendance to national average	Sept 2022
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensuring the highest quality teaching so that PP students are confident and successful learners
Priority 2	Effective responses through Teaching & Learning to assessment information on literacy needs in all subject areas
Priority 3	Improving consistency of marking and feedback using the new homework and progress folder model
Barriers to learning these priorities address	Poor literacy skills and language acquisition
Projected spending	£89,206

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	£51,975

Wider strategies for current academic year

Measure	Activity
Priority 1	Developing year-team 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	£60,802

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 assessment system is robust to allow accurate diagnostics	Use of RAP groups to moderate and standardise. Collaboration with middle leaders using data and quality assurance to improve provision
Wider strategies	Implementing pastoral team and system with new staffing Staff being confident on where cultural capital can be improved in and out of the classroom	Use of meeting time and direction over responsibilities of pastoral team for progress Guidance and monitoring to share practise in setting purposeful homework Use of CPD time with differentiated need informed through performance management processes

Review: last year's aims and outcomes

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