

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ormiston six villages academy
Number of pupils in school	612
Proportion (%) of pupil premium eligible pupils	(142 total) 23.2%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Slaughter Principal
Pupil premium lead	Miss Corinne Jones Associate assistant principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,141.00
Recovery premium funding allocation this academic year	£18,052.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,193.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are also intended to support the needs of all our students, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. Our strategy is also integral to wider school plans for education recovery, through improved provision of, and engagement in, comprehensive enrichment and intervention programs, as well as using the support from the National Tutoring Programme for all pupils whose education has been worst affected, including non-disadvantaged pupils.

To ensure disadvantaged students are supported and challenged in their curriculum we will:

- Use strategies to improve and sustain the attendance of all students including disadvantaged
- Provide an appropriate curriculum that engages and motivates all students
- Where need is significant, increase support in accessing the curriculum and reduce literacy and numeracy gaps. This will be reflected in the student's behaviour and conduct.
- Ensure staff take ownership of disadvantaged pupils' outcomes and are supported by a robust CPD program to plan effective and timely interventions including social and emotional support, behavioural support and academic mentoring.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Diagnostic assessments suggest that on average disadvantaged students have a lower probability of achieving 5+ grades 9-5 including English and Maths and attainment data of disadvantaged pupils is generally lower than that of their peers.</p> <p>Assessments on entry to year 7 indicate a gap of over 10% when comparing disadvantaged pupils likely to achieve 5+ 9-5 grades compared to their peers.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the past 2 years 28% more of our disadvantaged students demonstrated a reading age below age-related expectations compared to that of our non-disadvantaged students.</p>
3	<p>Observations, discussions with staff and data from information evenings has demonstrated lower parental engagement of our disadvantaged students compared with that of non-disadvantaged students.</p> <p>From parents evening attendance data over the last 3 years the average attendance of our disadvantaged students families was 40% less when compared to our non-disadvantaged students families.</p>
4	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3.9-4.9% lower than for non-disadvantaged pupils.</p> <p>20% more of our disadvantaged students were 'persistently absent' compared to that of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our observations and discussions with students and families have identified social and emotional issues for many students. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment uptake of our students. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, 60-70% of all students were engaging with their online learning through all year groups.</p> <p>When analysing data for engaging in enrichment activities, entitled or extra-curricular there was a gap of 10-36% when comparing the engagement of disadvantaged students with these opportunities compared non-disadvantaged students.</p> <p>In addition, 25 pupils (12 of whom are disadvantaged) are currently receiving mentoring, with 29 (11 of whom are disadvantaged) currently receiving individual behaviour and welfare interventions. We also have 4 of 15 students receiving specific social and emotional intervention in KS3.</p>

Intended outcomes

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • Improved average Attainment 8 score • Increased uptake of EBacc courses
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved parental engagement across all year groups	Improved and sustained increase in the attendance of parents of disadvantaged students to all parents and information evenings and events.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Improved overall attendance of all students • the gap between overall attendance of disadvantages students compared to non-disadvantaged students is reduced. • Reduction in the percentage of all pupils who are persistently absent and the gap between persistent absences among disadvantaged pupils reduced when compared to their peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 91,950.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students experience an ambitious curriculum, entitled enrichment and embedded cultural capital	<p>Quality teaching first – ensuring that the teacher in each class with high proportions, is the best placed practitioner to ensure progress is made.</p> <p>EEF Behaviour Interventions + 4months.</p> <p>EEF Metacognitions +7 months.</p> <p>Metacognition’s aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.</p>	1,2,4,5
Students taught in smaller classes due to additional teacher in English Maths and Science	<p>Smaller teaching groups allows for closer monitoring and support.</p> <p>EEF Behaviour Interventions + 4months.</p> <p>EEF Metacognitions +7 months.</p> <p>EEF Reducing Cass Sizes + 2months.</p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average</p>	1,2
Students receive quality teaching and learning due to CPD training for all staff on barriers to learning for PP/SEND	<p>There is a common strategy across the school in the teaching of disadvantaged students, using questioning, feedback, seating plans and high quality teaching throughout every year group will start to reduce gaps throughout a student’s education.</p> <p>EEF Individualised Instruction + 4months.</p> <p>It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective</p>	1,2,4,5
Students receive quality teaching and learning due to additional training to support ITT on understanding the context of PP students and adapting T and L accordingly	<p>Delivery of further CPD to ITT through our professional studies programme will ensure that any new staff members, or trainee teachers will be informed of the importance of individualised instruction as</p>	1,2,4,5

	<p>well as common approaches used to support disadvantaged students across the school.</p> <p>EEF Individualised Instruction + 4months.</p>	
<p>Students demonstrate a high quality of work through the use of a variety of assessment and feedback opportunities</p>	<p>Marking and feedback should always be formative and allow students to understand errors and make improvements.</p> <p>EEF Individualised Instruction + 4 months. EEF Metacognition +7 months.</p> <p>EEF Feedback + 6months.</p> <p>Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.</p>	1
<p>Students receive quality in-class intervention through informed teaching assistants providing support to PP in class and providing access arrangements effectively deployed for PP students</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than regular deployment.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>EEF Teaching assistant interventions +4months.</p>	1,2,5
<p>Department time subject specific CPD, ensuring our teachers are the experts in the room and developing further support for ECT whilst promoting retention of teaching staff.</p>	<p>Barak Rosenshine's 10 principles of instruction (2012) come from 3 sources research on cognitive science, research on classroom practice of master teachers and research on cognitive supports to help students learn complex tasks.</p>	1,2
<p>CPD aimed at improving explicit teaching of tier 2 and 3 vocabulary</p>	<p>Low levels of literacy and numeracy are a main barrier to education and disadvantaged students are likely to be affected by low literacy and numeracy levels.</p> <p>EEF Individualised Instruction + 4months.</p> <p>EEF Behaviour Interventions + 4months.</p>	1,2,5
<p>Targeted observations focused on students learning in lessons, including seating plan support</p>	<p>Quality teaching first – ensuring that the teacher in each class with high proportions, is the best placed practitioner to ensure progress is made.</p> <p>EEF Behaviour Interventions + 4months.</p>	1,2

	EEF Metacognitions +7 months. Metacognition's aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.	
Purchase ingredients for disadvantaged students to enable them to fully participate in food and cookery practical lessons	Through observations and correspondence with parents, participation in practical lessons can be hampered by the inability to provide ingredients. In order for students to experience the full entitled enrichment available from the catering course, students who are unable to provide their own ingredients for practical lessons will be provided with ingredients. Provision has shown increased engagement and enjoyment of lessons.	1,5
Ensure that disadvantaged students are provided with basic stationary	Sanctions for lack of equipment or no equipment have been observed to start the school day negatively for students. Providing basic equipment where there is a need provides every student with an equally positive start to their day, preventing unnecessary sanctions and promoting a positive day of learning.	1,2,4,5
Increased engagement and entitled enrichment due to provision of musical instruments	From observations the purchase of additional musical instruments allows pupil premium students to improve their experience and engagement through participation in enrichment opportunities using the instruments both in lessons, and in additional enrichment opportunities in school. As a number of students do not have the chance to practice at home.	1,5
Students provided will full PE kit to support inclusive learning	From observation and discussion with students, participation in practical PE lessons would be increased and self-esteem of students improved with the provision of personalised Ormiston academy school PE kit.	1,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students in exam years are provided with a comprehensive revision programme to support revision for exams	Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average,	1,4,5

	<p>when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>Providing different tasks catered to each learner and the specific gaps in their knowledge, identified by the teacher.</p> <p>EEF Individualised Instruction + 4months.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. This can be used to support disadvantaged students independent learning during their exam revision period.</p> <p>EEF Metacognitions +7 months.</p>	
Online mentoring to provide 1-2-1 support for core subjects using support from NTP	<p>Online tutoring allows students to gain individual support. Often non disadvantaged students might be able to afford private tutors to help them in areas they find difficult. Online tutoring makes this possible for disadvantaged students.</p> <p>EEF Individualised Instruction + 4months. EEF Metacognition +7 months.</p>	1,2,5
Use subject specialist teachers in maths and English to provide bespoke intervention for disadvantaged students	<p>A planned intervention programme put together focussed on disadvantaged students first to ensure they are accessing additional support that it most needed.</p> <p>EEF Extended School Hours + 3months. Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress</p>	1,2,5
Ensure that disadvantaged students are attending interventions through careful monitoring and parent contact	<p>EEF Extended School Hours + 3months. Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress</p>	1,
Academic mentoring for disadvantaged students, to increase aspirations and provide academic role models.	Raising aspirations and educating students about different career paths will allow students to find out about careers	1,5

	<p>that they may not have seen within their own family setting.</p> <p>EEF Individualised Instruction + 4months. EEF 1-2-1 Tuition + 5months.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average</p>	
PP passports to provide additional information on each individual PP student and their barriers/needs	<p>Parental engagement +4months</p> <p>Providing a positive dialogue with parents about their child's education through the PP positive start strategy will allow us to build trust and gain insights into how we can support each of our disadvantaged students on an individual basis.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1,3,4,5
Embedded careers programme	<p>Raising aspirations and educating students about different career paths will allow students to find out about careers that they may not have seen within their own family setting.</p> <p>EEF Individualised Instruction + 4months. EEF 1-2-1 Tuition + 5months.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Therefore we would look to provide additional career interviews for our PP students.</p>	1,3,5
PP, HAT and SEND 6 intervention	<p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> <p>EEF Individualised Instruction + 4months.</p> <p>These groups have been identified as a focus for the school within the Academy improvement plan.</p>	1
Embedded subject and year group data analysis of assessment points to identify key areas and groups demonstrating requiring intervention	<p>Increasing awareness of groups requiring intervention through data analysis, discussion and CPD explicitly identifies where there is a need for intervention and allows various interventions to be put in place appropriately.</p> <p>EEF Individualised Instruction + 4months.</p> <p>EEF Mentoring + 2months</p> <p>EEF 1-2-1 Tuition + 5months</p> <p>EEF Extended School Hours + 3months.</p>	1,2,5

Purchase recommended revision guides and other online resources	Metacognition and learning to learn are considered to be the most effective tools in closing the gap according to EEF. The revision planners, help students know what work they should be doing and give them guidelines about how much time and what tasks should be done for every subject they study. This support often comes from parents who have experienced educational success, and therefore providing all students with the tools they need to revise successfully will benefit students from disadvantaged backgrounds the most. EEF Individualised Instruction + 4months. EEF Metacognition +7 months.	1,5
Students improve literacy and numeracy in KS3 using bespoke small group intervention	Low levels of literacy and numeracy are a main barrier to education and disadvantage students are likely to be affected by low literacy and numeracy levels. EEF Individualised Instruction + 4months. EEF Behaviour Interventions + 4months. EEF Reducing Cass Sizes + 2months. Reducing class size appears to result in around three months' additional progress for pupils, on average	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,243.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritise the attendance of disadvantaged pupils through the focus of our attendance officer and the pastoral team. Provide a system of rewards to promote the attendance of disadvantaged pupils	Attendance is typically lower in the disadvantaged sub group when compared to their non-disadvantaged peers. Improving attendance and breaking down barriers for students accessing education is key to developing a success culture and raising aspiration. EEF Parental Engagement +4months. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	3,4,5

Disadvantaged pupils and their parents are invited to 'Information evenings' and events where teachers and professionals share strategies that will lead to improved progress and share achievements and positive outcomes of students.	EEF Parental Engagement +4months. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	1,3,4,5
Ensure disadvantaged students have equitable access a range of trips, available designed to enhance all student's cultural capital.	EEF Extended School Hours + 3months. Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	1,3,4,5
Ensure that students who are entitled to free school meals are using this entitlement and are therefore ready to learn	Maslow's hierarchy of needs suggests that students cannot learn unless their basic needs are met. (Maslow, 1946)	3,4,5
Provide a comprehensive PSHE programme	Evaluating the impact of PSHE on students' health, wellbeing and academic attainment by Pro Bono Economics in 2017 found 'very strong evidence' that learning in PSHE has a significant positive effect on academic attainment as well as benefits to physical health, mental health and behaviour.	5
Ensure students are able to find support to complete 'homework' for all subjects within school time.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework +5months	2,3,5
Improve enrichment uptake by disadvantaged students	EEF Extended School Hours + 3months. Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress	5
Rewards strategy targeting PP students	Disadvantaged students are more likely to respond to positive feedback and encouragement. EEF Behaviour Interventions + 4months. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	4,5

PP positive start initiative	EEF Parental Engagement +4months. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings	3,4,5
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Total budgeted cost: £145,193.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was better than in the previous year across the curriculum and in key areas such as English and Maths.

As evidenced in schools across the country, partial and full closures were the most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However, the impact was mitigated by our determination to ensure we maintained a high quality curriculum, including during periods of partial and full closure, which was aided by use of online resources such as those provided by Oak National Academy. We worked with OAT academy to provide bridging curricula to our students transitioning from KS2 and adapted our long term curriculum maps to account for the lost learning in primary schools.

During full closure we also provided live learning for all year 11 lessons and the majority of lessons in year 10. For KS3 a mixture of live lessons and Oak National Academy lessons were provided, however engagement of all students in online learning, was only 60-70%.

We provided a number of different resources, including laptops, home learning packs and educational books to support our disadvantaged students in all areas of the curriculum and delivered these to homes, when necessary, to provide support and welfare checks in the process.

For students requiring FSM meals, during lock down lunch was delivered to drop areas around the school and food vouchers were then issued to provide for disadvantaged students. When returning to school hampers were provided to families who were affected by the self-isolation rules and payments provided to ensure students in need of FSM were provided for throughout the holidays.

In recruitment and timetabling we were successfully able to ensure we increased our staffing to provide smaller groups in our core subjects, as evidenced by EEF to have a significant impact on the progress of students. In addition we are continuing to provide small group interventions to support disadvantaged students in small group intervention for their core subjects.

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We have looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.