

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	709
Proportion (%) of pupil premium eligible pupils	21% (152 total)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Paul Slaughter Principal
Pupil premium lead	Miss Corinne Jones Assistant principal
Governor / Trustee lead	Jess Booker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,097
Recovery premium funding allocation this academic year	£39,744
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	£196,841

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 student's 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 progress and 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 • Improved average Progress 8
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: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Whole school literacy teaching and learning focus</u></p>	<p>Reading comprehension strategies focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p> <p>EEF Reading comprehension strategies +6 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Phonics +5months</p>	<p>1,2</p>
<p><u>Students taught in smaller classes due to additional staffing</u></p>	<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>	<p>1,2</p>
<p><u>Comprehensive CPD program</u> Students receive quality teaching and learning due a comprehensive CPD training program for all staff</p>	<p>Delivery of CPD will ensure that any staff members will be informed of the importance of individualised instruction as well as common approaches used to support disadvantaged students across the school.</p> <p>EEF Individualised Instruction + 4months.</p> <p>There is a common strategy across the school in the teaching of disadvantaged students, using questioning, feedback, seating plans and high-quality teaching</p>	<p>1,2,4,5</p>

	<p>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>	
<u>Support for the recruitment and retention of staff</u>	<p>Increasing the number of teachers provides a better ratio of teacher to students, this will increase the support available for disadvantaged students.</p> <p>Providing the opportunity for staff to undertake NPQs is designed to increase “competence, confidence, knowledge and skills and increase job satisfaction”.</p> <p>Emerging findings from the evaluation of National Professional Qualifications: interim report 1 (publishing.service.gov.uk)</p>	
<u>Provision of additional technology for high-quality teaching and learning</u>	<p>In order to provide high quality teaching and learning for all students it is important that our staff have the most up to date systems and resources.</p> <p>This will allow disadvantaged students have the best possible experience of the curriculum.</p> <p>Teaching and learning toolkit EEF</p>	

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

Budgeted cost: £ 27,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Raising standards with bespoke interventions and in-class adaptations</u>	<p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, 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>	1,4,5

	<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> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>EEF Mentoring +2months</p> <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>	
<p><u>Targeted literacy interventions focusing on phonics and specific reading comprehension strategies</u></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF Phonics +5months</p> <p>Reading comprehension strategies focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p> <p>EEF Reading comprehension strategies +6 months</p>	<p>1,2</p>

<p><u>Personalised pupil passports</u> Passports to provide additional information on each individual disadvantaged student and their barriers/needs</p>	<p>Parental engagement +4months 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. 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>	<p>1,3,4,5</p>
<p><u>Embedded careers programme</u></p>	<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. EEF Individualised Instruction + 4months. EEF 1-2-1 Tuition + 5months. 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>	<p>1,3,5</p>
<p><u>Provision of resources for students</u> Equipment provided for disadvantaged students as well as revision guides and other exam specific resources for years 10 and 11</p>	<p>Through observations and correspondence with parents, participation in practical lessons can be hampered by the lack of subject specific equipment. In order for students to experience the full entitled enrichment available from the courses they take, students who are unable to provide equipment for practical lessons will be provided with them. Provision has shown increased engagement and enjoyment of lessons. 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.</p>	<p>1,5</p>

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

Budgeted cost: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance Support</u> 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</p>	<p>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.</p> <p>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</p>	<p>3,4,5</p>
<p><u>Enrichment Provision – Clubs and trips</u> Improve enrichment uptake by disadvantaged students Ensure disadvantaged students have equitable access a range of trips, available designed to enhance all student's cultural capital.</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>	<p>1,3,4,5</p>
<p><u>Support to improve parental engagement</u> 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.</p>	<p>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</p>	<p>1,3,4,5</p>
<p><u>Provision of free school meals</u> Ensure that students who are entitled to free school meals are using this entitlement and are therefore ready to learn</p>	<p>Maslow's hierarchy of needs suggests that students cannot learn unless their basic needs are met. (Maslow, 1946)</p>	<p>3,4,5</p>
<p><u>Participation of PP students in projects to support their social, emotional and behavioural needs</u></p>	<p>Although currently there is a lack of evidence nationally about the e 76% of the disengaged students who have participated in one of our previous programs reengaged or in alternative provision. 93% of the students who took part in the program stated they felt happier after completion.</p>	<p>4,5</p>

Total budgeted cost: £196,841

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 2022 to 2023 academic year.

At Ormiston six villages academy the progress and attainment of our disadvantaged students, as well as their overall well-being, continues to be at the centre of our decision making and implementation with regard to our pupil premium strategy.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4

Whilst we continue to strive for excellence in all, we fell below our target to constantly improve our progress and attainment when comparing the 2021-22 and 2022-23 academic years. However, during the 2022-23 academic year our students engaged well with a comprehensive period 6 program, with attendance growing throughout the academic year. This led to significant improvements in progress across subjects from the start of the year compared with our students' final results. In addition, our intervention strategies targeted at in class adaptations for our disadvantaged students led to an average increase of +0.16 progress and our academic mentoring program increased students' progress by an average of +0.48.

To develop staff expertise in breaking down barriers to learning for our students, especially those from a disadvantaged background and with SEND, a number of CPD opportunities were provided throughout the year. This, alongside the additional provision of equipment and materials for practical subjects led to an increase in engagement from students within lessons.

Specific interventions for individual students were discussed within RAP (raising attainment and progress) meetings. These structured discussions allowed for the identification of students and development of strategies to support their progress throughout year 10 and 11. This resulted in an increase in progress of students in all core subjects.

With regard to disadvantaged students taking EBacc courses, this fell between 2021-22 and 2022-23 from 41% to 17%, however this is predominantly due to our focus on providing the most appropriate bespoke curriculum for each of our students, in order for them to be successful. Therefore, our priority will shift to focusing on improving the attainment 8 of our disadvantaged students but also the progress 8 measure.

Improved reading comprehension among disadvantaged pupils across KS3.

Our focus on literacy continues and the introduction of a three-tiered approach to promoting literacy in every lesson as well as developing the love of reading in our young people led to our Ofsted report stating 'Developing pupil's vocabulary and reading runs through the curriculum. Weaker readers' needs are identified quickly and accurately. Suitable additional reading support is provided to help them improve. This has a positive impact on these pupil's reading and learning'. This also highlighted our continued effort to use the most accurate data from student's GL assessments to provide the most suitable individualised support.

Our priority for next year is to continue to develop and effectively implement our whole school approach to teaching vocabulary, with an expectation of literacy in every lesson. We believe this will have a positive impact on reading comprehension of our KS3 students.

Improved parental engagement across all year groups

As a school we value our community and we continue to strive for increased parental engagement in every aspect of what we do. We have developed positive relationships with many of our parents and continue to do so by ensuring, through strategies such as the 'positive start' initiative, communication with home is regular.

As a community we continue to work hard to contact as many families as possible and through this have seen year on year improvements in our attendance to parents' evenings with our year 11 cohort demonstrating the highest attendance, with an increase attendance of our disadvantaged families improving by 10%.

We recognise the value of our parent voice and for the next academic year we are using this information collated from parental experience of events in the previous academic year to make alterations to our parents' evening arrangements and our year 10 and 11 information evenings, as we work to increase attendance to school events. With this in mind we are expecting an increase in parental engagement to future events at the academy.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students

Whilst attendance of our disadvantaged students has seen a small decrease from last academic year our overall attendance has improved and this is due to the continued efforts of all staff to build positive relationships and break down barriers to students attending regularly.

From work with the majority of disadvantaged students within each year group there was an increase of +0.48% at the end of the year, compared with the start, data also showed that week on week 65% of the students in the group improved their attendance. In addition, the student voice from this group found that the students had

an increased awareness and understanding of what their attendance was and that the intervention groups made the students want to improve their own attendance.

Smaller attendance intervention groups were also very effective. Increased contact home, including regular meetings with students led to 86% of the group improving their attendance and 71% of the group achieving their longest period of time without absence.

Our focus for 2023-24 will be ensuring engagement with families in our community continues to increase, so we can identify where support is needed and provide early intervention.

To achieve and sustain improved well-being for all pupils, including those who are disadvantaged

At Six villages we have developed a curriculum for our students that is 'broad and balanced' (Ofsted, Nov 2022) this has been designed to ensure academic excellence is achieved alongside promoting the well-being of every student.

We continue to ensure that our disadvantaged students are able to access all of the opportunities possible, with more students than ever taking part in our Duke of Edinburgh award as well as attending other extra-curricular trips and visits. We have also continued to provide a large variety of additional activities at lunchtimes and afterschool and have seen an increase in the number of disadvantaged students attending these long-term compared with 2021-22.

We have also ensured that the well-being of our students, including our disadvantaged students, is at the centre of what we do at Six villages and with that we have developed a comprehensive PSHE curriculum and increased the curriculum time dedicated to this. In addition, we have put in place trained student well-being ambassadors to provide support, and guidance to any of our students. Next year we will continue to provide opportunities, such as the 'Dare to dream' project with Rolls Royce, lunchtime Kung-fu classes, boxing and cheerleading that support and develop the excellence in all of our students.

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.