

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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  | 701                                       |
| Proportion (%) of pupil premium eligible pupils                         | 21.1% (148 total)                         |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/25                      |
| Date this statement was published                                       | December 2024                             |
| Date on which it will be reviewed                                       | July 2025                                 |
| Statement authorised by   | Paul Slaughter<br>Principal               |
| Pupil premium lead  | Miss Corinne Jones<br>Assistant Principal |
| Governor / Trustee lead   | Jess Booker                               |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £154,350 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £154,350 |

# 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.

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. 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 improved provision of, and engagement in, comprehensive enrichment and intervention programs, for all pupils, 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 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                | 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.<br>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.   |
| 2                | 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.<br>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.   |
| 3                | 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.<br><br>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. |

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| 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 students.</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 | <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• Improved average Attainment 8 score</li> <li>• Improved average Progress 8</li> </ul>   |
| Improved reading comprehension among disadvantaged pupils across KS3.                               | <p>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.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>   |
| Improved parental engagement across all year groups   | <p>Improved and sustained increase in the attendance of parents of disadvantaged students to all parents and information evenings and events.</p>   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils    | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved overall attendance of all students</li> <li>• the gap between overall attendance of disadvantages students compared to non-disadvantaged students is reduced.</li> <li>• 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.</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.    | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>   |

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|  | <ul style="list-style-type: none"><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul> |
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## 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: £ 130,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b><u>Whole school literacy teaching and learning focus</u></b></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><b>EEF Reading comprehension strategies +6 months</b></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><b>EEF Phonics +5months</b></p>   | <p>1,2</p>                    |
| <p><b><u>Comprehensive CPD program</u></b><br/>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><b>EEF Individualised Instruction + 4months.</b></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 throughout every year group will start to reduce gaps throughout a student's education.</p> <p><b>EEF Individualised Instruction + 4months.</b></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> | <p>1,2,4,5</p>                |
| <p><b><u>Support for the recruitment and retention of staff</u></b></p>  | <p>Increasing the number of teachers provides a better ratio of teacher to students, this will increase the support available for disadvantaged students.</p>   |                               |

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|   | Providing the opportunity for staff to undertake NPQs is designed to increase “competence, confidence, knowledge and skills and increase job satisfaction”.   |  |
| <b><u>Provision of additional technology for high-quality teaching and learning</u></b> | 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.<br>This will allow disadvantaged students have the best possible experience of the curriculum.<br><b>Teaching and learning toolkit EEF</b> |  |

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

Budgeted cost: £14,350

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b><u>Raising standards with bespoke interventions and in-class adaptations</u></b> | <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.<br/><b>EEF Individualised Instruction + 4months.</b></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.<br/><b>EEF Metacognitions +7 months.</b></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.<br/><b>EEF Mentoring +2months</b></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> | 1,4,5                         |

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|   | <p><b>EEF Extended School Hours + 3months.</b> 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><b><u>Targeted literacy interventions focusing on phonics and specific reading comprehension strategies</u></b></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><b>EEF Phonics +5months</b><br/>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><b>EEF Reading comprehension strategies +6 months</b></p> | 1,2   |
| <p><b><u>Embedded careers programme</u></b></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.</p> <p><b>EEF Individualised Instruction + 4months. EEF 1-2-1 Tuition + 5months.</b> 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 |
| <p><b><u>Provision of resources for students</u></b><br/>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.</p> <p>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.</p> <p>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</p>   | 1,5   |

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|  | <p>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.</p> <p><b>EEF Individualised Instruction + 4months. EEF Metacognition +7 months.</b></p> |  |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b><u>Attendance Support</u></b><br/>           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><b>EEF Parental Engagement +4months.</b> 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> | 3,4,5                         |
| <p><b><u>Enrichment Provision – Clubs and trips</u></b><br/>           Improve enrichment uptake by disadvantaged students<br/>           Ensure disadvantaged students have equitable access a range of trips, available designed to enhance all student's cultural capital.</p>                                  | <p><b>EEF Extended School Hours + 3months.</b> 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>  | 1,3,4,5                       |
| <p><b><u>Support to improve parental engagement</u></b><br/>           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><b>EEF Parental Engagement +4months.</b> 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>   | 1,3,4,5                       |
| <p><b><u>Provision of free school meals</u></b><br/>           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.<br/>           (Maslow, 1946)</p>   | 3,4,5                         |
| <p><b><u>Participation of PP students in projects to support their social, emotional and behavioural needs</u></b></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</p>   | 4,5                           |



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|  | programs reengaged or in alternative provision.<br>93% of the students who took part in the program stated they felt happier after completion. |  |
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**Total budgeted cost: £**

## 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 2023 to 2024 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**

As we continue to strive for excellence at Six villages the progress and attainment of our students goes from strength to strength. When comparing our 5+ Basics from 2023 to 2024 there was increase from 37% to 43.2% and for PP there was an increase of 3% from the previous year in the number of students achieving their 9-5 English and Maths. For our 4+ Basics our overall percentage increased from 55% to 59.1% and our PP increased by 17%.

When looking at our attainment 8 measure we maintained our 42 from our 2023 results to our 2024, however our PP attainment 8 measure has improved by 4 points to 31.

When comparing our overall PP to 2019, pre-pandemic we have improved our overall attainment 8 by 4 points from 38 to 42.

All of these improvements have been underpinned by ever improving teaching and learning, supported by a CPD offer to staff focused on ensuring high quality, research-informed, effective teaching & learning strategies.

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. These were in addition to other raising attainment strategies such as period 6s and period 0s. This resulted in an increase in progress of students in all core subjects.

#### **Improved reading comprehension among disadvantaged pupils across KS3.**

Literacy has been a significant focus throughout the 2023-24 academic year with specific CPD providing a whole school granular method for new vocabulary instruction.

This has built upon the introduction of the three-tiered approach to promoting literacy.

The Lexonic reading comprehension program has also been embedded for KS3 to support our weakest readers upon entry in year 7 and throughout years 8 and 9.

As we move in to the next academic year our focus is on rolling out the program of Lexonic to all year groups, including year 11.

#### **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. This includes continuing to provide opportunities for our community to engage with Six Villages, such as the year 7 summer project showcase, the annual winter concert, various year group discos and our reward and presentation evenings throughout the year.

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 PP attendance improving over each group on average of 12.5% and our non-PP attendance improving over each year group on average of 14%.

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**

Attendance remains, and will always remain a central target for improvement at Six villages, and we continue to provide individualised support for all students, as well as groups focused on improvement of attendance through reward.

With this we have seen an improvement in the attendance of our PP students from 2022-23 to 2023-24 of +1.8%.

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

Our enrichment program continues to evolve and increase, with 56 different weekly clubs on offer at present. Over a quarter of our students attend more than 2 of these clubs and we continue to promote attendance from all students at the academy.

For our disadvantaged students we encourage participation in as many opportunities provided as possible, and when finance is required we put in place reductions in cost and payment plans to ensure there is enrichment for all. This has ensured that we have an all-inclusive approach to all trips, visits and enrichment opportunities such as the extended DoE qualification, which has seen the biggest uptake by PP students in recent years.

Building upon this, our next steps are to develop an enrichment charter, which maps out the opportunities that every student will get, and complete, from the time they start at Six Villages academy up until they depart in year 11, fully funded for all.

We continue to provide various interventions to support the well-being of our students and this has increased with the increase in our pastoral staff, providing bespoke intervention programs for students where there is need.

## 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.