

# Pupil Premium Strategy Statement

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged students. It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

## School overview

Detail	Data
School name	Ormiston Six Villages Academy
Number of students in school	738
Proportion (%) of student premium eligible students	24.53% (181 total)
Academic year/years that our current student premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Slaughter Principal
Student premium lead	Mark Palmer Vice Principal
Governor / Trustee lead	Claire Mitchell

## Funding overview

Detail	Amount
Student premium funding allocation this academic year	£163,000
Recovery premium funding allocation this academic year	£0
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,000

## Part A: Student premium strategy plan

### Statement of Intent

At Ormiston Six Villages Academy, our belief in 'Excellence for all' permeates everything that we do. Our goal is to ensure that all of our students have the best possible chance to succeed, irrespective of their background or the challenges that they face. All of our staff, working in partnership with parents, carers and external agencies, seek to provide opportunities and support to enable all of our students to make good progress and achieve their potential across the curriculum. In addition to this, we work hard to educate our students for life, so that they develop the habits of a life-long learner, grounded in good habits and strong characteristics. By providing a broad, balanced and enriching curricular and co-curricular offer, we prepare them to achieve their best, and to be able to look forward to their next steps beyond Six Villages.

Through regular, targeted professional development opportunities for staff, we are relentlessly focused on providing excellent teaching for all students, knowing that this has a particular benefit for disadvantaged students. This approach can be seen in the consistently high expectations in classrooms across the school. High-quality teaching is at the heart of our approach, with an equal focus on challenge and scaffolding that is intended to support the needs of all our students, regardless of whether they are disadvantaged or not, but with a focus on areas in which disadvantaged students require the most support.

We collect progress data at regular intervals, and analyse this robustly, to ensure that any barriers to learning are quickly identified and interventions put in place that seek to break down these barriers. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, with interventions put in place that may involve both disadvantaged and non-disadvantaged students.

Our most important and valuable resource is our staff, who are dedicated and skilled at building strong and lasting relationships, particularly with vulnerable students. We pride ourselves on knowing our students well, and we do everything that we can to remove any barriers to engagement, and to support them, particularly at times of need.

This student premium strategy document is closely aligned to our academy development plan; the activities outlined are also intended to support the needs of other vulnerable young people, including those with a social worker, those on a child in need, or child protection plan, and those who are young carers, regardless of whether they are disadvantaged or not.

### Challenges

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

Challenge number	Detail of challenge
<b>1. Attendance</b>	Improvement in the attendance of our disadvantaged students from 2022-23 to 2023-24 of +1.8% and then from 2024-25 it has increased by another 1.45%. However, it remains persistently below the academy and national figures.
<b>2. Reading</b>	Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading compared to their peers. This impacts their progress in all subjects.
<b>3. Attainment</b>	KS4 outcomes for 2024-25 are broadly in line with the previous year's figures for our disadvantaged students, but there remains a considerable gap between disadvantaged and non-disadvantaged students.
<b>4. SEMH</b>	Our assessments, observations and discussions with students and their families have identified social and emotional issues for many students, such as family relationships, anxiety and low mood. These challenges particularly affect disadvantaged students, including their attainment. We have also noticed a lack of resilience in many of our young people. The identified need for our internal interventions around SEMH has noticeably increased.
<b>5. Wider school engagement</b>	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 to non-disadvantaged students.

### Intended outcomes

Intended outcome	Success criteria
<b>Attendance</b> Sustained improvement in attendance for disadvantaged students.	The attendance gap between disadvantaged students and their non-disadvantaged peers will be reduced. Reduction in the percentage of persistent absentees amongst disadvantaged students, when compared to their peers.
<b>Reading</b> Improved reading fluency and comprehension amongst disadvantaged students	For students participating in the 'Lexonic Leap' and 'Lexonic Advance' programmes, data will show that the gap between their reading age and their chronological age will have decreased. This improvement will be evident in improved progress data and work scrutiny.
<b>Attainment</b> Sustained improvement in attainment amongst disadvantaged students across the curriculum at the end of KS4	KS4 outcomes demonstrate a reduction in the gap between disadvantaged and non-disadvantaged students.
<b>SEMH</b> Improved wellbeing for all students, including those who are disadvantaged	Improved wellbeing and wider attitude to school amongst disadvantaged students, demonstrated by qualitative data from student voice, teacher observations, and quantitative data from the PASS survey.

Intended outcome	Success criteria
<b>Wider School Engagement</b> Achieve regular engagement in co-curricular activity amongst students who are disadvantaged	A greater percentage of our disadvantaged students will attend at least one co-curricular activity each week. Disadvantaged students will demonstrably benefit from the Six Villages Enrichment Charter offer.

### Activity in this academic year

This details how we intend to spend our student 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
<i>Recruitment of highly skilled subject specialists. We were fully staffed with subject specialists in September 2025.</i>	Supporting the Attainment of Disadvantaged Students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.	3, 4
<i>High quality teaching across the school, based on the principles of Rosenshine's mental model of teaching, which also provides a clear structure and direction for teacher's professional development.</i>	Supporting the Attainment of Disadvantaged Students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.	3, 4
<i>Develop consistency of approach to classroom management, to reduce student's cognitive load and therefore their capacity to engage with learning in the classroom, including commonality in routines for meet and greet, securing attention and correcting poor behaviour choices.</i>	Supporting the Attainment of Disadvantaged Students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools, as well as the importance of a whole school ethos in the successful attainment of all.	3, 4
<i>We offer excellent provision for ECT's, including 1:1 coaching and a dedicated member of staff as professional mentor.</i>	Supporting the Attainment of Disadvantaged Students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools.	3, 4
<i>We have a strong team of experience middle leaders. Through regular meetings and line management with SLT, middle leaders are central to driving improvements in teaching and learning, adaptive teaching and whole school priorities.</i>	Supporting the Attainment of Disadvantaged Students (DfE, 2015) reinforces the importance of a whole school ethos in the successful attainment of all. Clear, responsive leadership is also cited as a key driving force for the success of disadvantaged students.	3, 4

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of the Lexonic programme for students identified as needing reading support. A significant proportion of students being targeted for reading support are disadvantaged.</i>	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   EEF</a>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of whole school tutor reading programme</i>	The average impact of reading comprehension strategies is an additional seven months' progress over the course of a year. <a href="#">Reading comprehension strategies   EEF</a>	2
<i>Yr 11 academic mentoring</i>	On average, mentoring appears to have a positive impact on academic outcomes. Some studies have found more positive impacts for students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. <a href="#">Mentoring   EEF</a>	3, 4
<i>Dare to Dream programme in Yr 9</i>	'Dare to Dream' is an evidence-based intervention programme, in which students are mentored by workplace colleagues from Rolls Royce.	1, 3, 4
<i>Wellbeing ambassadors programme to support students with mental health issues</i>	Post-pandemic, we have seen an in-crease in the need for welfare support for many of our students, but particularly our most vulnerable and disadvantaged students.	4
<i>Development of comprehensive whole school careers approach</i>	An EEF report (2016) found that: careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school mediated employer engagement and alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment. Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers.	1, 3, 4, 5
<i>Develop increased representation for disadvantaged students across the academy</i>	Continue to work towards student leadership and student voice including representation from our disadvantaged students. We will aim to remove any barriers that prevent students from applying for the role (50% of the core student leaders in 2025/26 are disadvantaged).  Student voice and student leadership raises aspirations and can contribute to the continued development of progress of the school. Student leaders are seen as role models for the wider school.	1, 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted attendance support – inc attendance groups, to sustain and improve the attendance of disadvantaged students</i>	Creatively increasing our capacity to engage with the families of those students who are persistently absent, alongside supporting pastoral and teaching staff to develop a	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>culture of good attendance, is supported through recommendations in the government guidance:</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	
<i>Increase attendance at enrichment clubs and trips – cultural capital for disadvantaged students</i>	Historically we have seen a close correlation between those students who actively engage in the wider offer the school provides and those who attain or exceed their target grades, including our disadvantaged students.	1, 3, 4, 5
<i>Increase engagement at parent information evenings, providing additional support for parents of disadvantaged students</i>	The EEF Teaching and Learning toolkit states that ‘parental engagement has a positive impact, on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps’.	1, 3
<i>Provision of targeted support for students from low-income families (on a case-by-case basis, including revision guides, uniform, ingredients for catering lessons etc)</i>	Ensuring that finance does not create a barrier that prevents access to opportunity for students from disadvantaged backgrounds, supported by DfE and EEF guidance.	3
<i>Provision of free hot breakfast during the winter months</i>	Breakfast positively affects children’s behaviour and school performance. Initiatives such as this aim to support levelling up children’s outcomes in providing better nutrition, and improved wellbeing, behaviour and social skills.	1, 3, 4
<i>Develop a robust programme of support for students who are young carers.</i>	The All-Party Parliamentary Group for Young Carers has cautioned that many students who are young carers were not being identified at school, leading to inconsistent support and decreased academic outcomes.	4, 5
<i>Continue to develop links with community partners to support students and their families – eg Nyton Road Care Home, Rolls Royce, Fontwell Racecourse</i>	Community partnerships support health and wellbeing for students and their families. Happy and healthy communities support the foundation for positive education at school.	5

**Total budgeted cost:** £163,000

[‘Menu of approaches’: evidence brief and supporting resources | Education Endowment Foundation \(EEF\)](#)

## Part B: Review of outcomes in the previous academic year

### Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2024 to 2025 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 student premium strategy.

#### **Improved attainment among disadvantaged students 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 from 2024 to 25 stayed within range at 40% however for PP students there was a small decrease compared to previous years in the number of students achieving their 9-5 English and Maths. For our 4+ Basics our overall percentage increased from 59% to 61% in 2025 and our PP stayed the same at 41%.

When looking at our attainment 8 measure we maintained our 42 from our 2024 results to our 2025 in addition our PP attainment 8 measure stayed at 31 after improving by 5 points from 2023.

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 students across KS3.**

Literacy was a significant focus throughout the 2023-24 academic year with specific CPD providing a whole school granular method for new vocabulary instruction. This continued in to 2024-25 and has built upon the introduction of the three-tiered approach to promoting literacy.

The Lexonic reading comprehension program that is embedded for KS3 to support are weakest readers upon entry in year 7 and throughout years 8 and 9 also included year 10 and 11 this year with 24 year 11 and 54 year 10.

With the year 11 cohort Lexonik cited a 33 month average improvement of reading age as a result of the program (WRAT test, single word).

#### **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 for both our PP and non-PP students.

We recognise the value of our parent voice and with this we have adjusted the format of our parents' evening to provide online and face to face appointments.

We are also ensuring that for the next academic year we give an additional opportunity to every year group to engage in a year group specific school event.

**To achieve and sustain improved attendance for all students, 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 2023-23 to 2023-24 of +1.8% and a further +1.45% from 2023-24 to 2024-25.

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

Our enrichment program continues to evolve and increase, with many different weekly clubs on offer.

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. In addition, we also continue to work with Rolls Royce to promote the dare to dream program which give young people the opportunity to develop real life skills.

This year we also began implementing our 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.

So far, the opportunities have been the to complete a colour run, volunteering with the elderly and enrichment days, where students got to participate in laser tag, rock climbing and arts and crafts.

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.