

Pupil premium strategy statement

– Ormiston Park Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year

School overview 2022-2023

Detail	Data
School name	Ormiston Park Academy
Number of pupils in school	698
Proportion (%) of pupil premium eligible pupils	38.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	- 31st December 2022 - 20 th February 2023
Date on which it will be reviewed	- 31 st January 2023 following DfE Results Publication - 19 th February 2023 - To be reviewed 30 th September 2023
Statement authorised by	Mark Roessler
Pupil premium lead	Sarah Thacker
Governor / Trustee lead	James Murray

Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£269,890
Recovery premium funding allocation this academic year	£88,726
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£358,616

Part A: Pupil premium strategy plan 2022-2023

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objectives for our disadvantaged students are:

- Narrowing the attainment gap between our pupil premium students and their peers, so that all students achieve their full potential no matter their background.
- Improving the life chances of all students.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our current plan works towards this strategy through providing Quality First Teaching, targeted academic support with early intervention and regular tracking and monitoring, supported by wider strategies for wellbeing, behaviour and attendance.

What are the key principles of your strategy plan?

Our key principles are:

- Addressing low literacy levels on entry to the academy
- Closing the gender gap for our underachieving male students
- Improving the attainment and destinations of our students with High Prior Attainment
- Demonstrating high expectations and aspirations for all of our students no matter their background

Challenges

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

Challenge number	Detail of challenge
1	Lower P8 and Attainment 8 gap between peers
2	Lower P8 of HPA disadvantaged students
3	Lower P8 of Boys who are disadvantaged, especially in English
4	Low reading age of Year 8 disadvantaged students
5	Lower attendance on average for disadvantaged students
6	Lower house points awarded on average for disadvantaged students
7	Higher number of supervision referrals on average for disadvantaged students
8	Higher number of fixed term exclusions on average for disadvantaged students
9	Lower attendance at clubs and extra-curricular activities on average for disadvantaged students
10	Lower literacy skills for disadvantaged students on entry to the academy
11	PPG with SEND have lower attainment

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve overall P8 and Attainment 8 for our disadvantaged students	Meet national average for disadvantaged students and close the gap between disadvantaged students their peers.
Improve the P8 of HPA disadvantaged students	Meet national average for disadvantaged students with high prior attainment and close the gap between disadvantaged students their peers.
Raise the aspirations of our disadvantaged students	Increased uptake of A level/level 3 courses at college or sixth form.
Improve the P8 of Boys who are disadvantaged	Meet national average for disadvantaged male students and close the gap between disadvantaged students their peers.

<p>Improve the reading age of all of our Y7 and Y8 students, and ensure all of our Y8 disadvantaged students are reading at age expectations by the end of the academic year.</p>	<p>Close the gap between disadvantaged students and their peers and close the gap between disadvantaged students their peers.</p>
<p>Improve attendance of our disadvantaged students</p>	<p>Close the gap between disadvantaged students and their peers and close the gap between disadvantaged students their peers.</p>
<p>Increased house points for our disadvantaged students</p>	<p>Close the gap between disadvantaged students and their peers and close the gap between disadvantaged students their peers.</p>
<p>Reduced the number of our disadvantaged supervision referrals</p>	<p>Close the gap between disadvantaged students and their peers and close the gap between disadvantaged students their peers.</p>
<p>Increased attendance at clubs and extra-curricular activities for our disadvantaged students</p>	<p>Close the gap between disadvantaged students and their peers</p>
<p>Improve our provision for our disadvantaged students with Special Educational Needs and Disabilities</p>	<p>Our disadvantaged students with SEND achieve improved P8 scores and feel more supported in their lessons.</p>

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: approx. £138,109

Activity	Evidence that supports this approach (research)	Challenge number(s) addressed
<p>Continual Professional Development (CPD)</p> <p>CPD – QE observations with PPG focus</p> <p>Quality First Teaching (QFT) Quality of Education (3 I's)</p> <p>CPD – Lead Practitioner Coaching for PPG progress (OAT Central Charges approx. £20,000)</p> <p>OPA 2 x Lead Practitioners EBACC and Vocational PPG focus at 40% salary (approx. £42,400)</p> <p>40% funding for cover supervisors x 2 (£27,163) to ensure students have access to our own staff, who access the same onsite CPD as our subject specialists.</p>	<p>“Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils” <i>The EEF Guide to The Pupil Premium, Page 1</i></p> <p>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds... The difference between a good teacher and a bad teacher is a whole year’s learning.” <i>Sutton Trust, 2012, Page 2</i></p> <p>“Spending on improving teaching might include professional development, training and support for early career teachers. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium Spending” <i>The EEF Guide to The Pupil Premium, Page 3</i></p> <p>“We prioritise effective teaching. Weekly individual coaching sessions help to support teachers and subject specific CPD improves the quality of our pedagogical content knowledge” <i>Case Study Dixons Kings Academy. The EEF Guide to The Pupil Premium, Page 4</i></p> <p>“A key factor for attainment and progress is effective teaching. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds” <i>The EEF Guide to The Pupil Premium, Page 4</i></p>	<p>1 P8 & Attainment 8</p> <p>2 HPA</p> <p>3 Boys PPG</p> <p>4 Low Reading Age (LRA) Y8</p> <p>11 PPG with SEND</p>

<p>Lesson monitoring and observations</p> <p>CPD – Pedagogy SEND specific via SENCo training to meet all student via SENCo approx. £1000</p> <p>Live assessment tracker used to provide quality information for teachers to aid planning to close gaps</p> <p>Curriculum equality broad and balanced (Photography & Sociology & Music + Computer Science) (year 1 set up + continuity funds approx. £20,000)</p> <p>ASCEND – bespoke pathways</p> <p>ASCEND CPD – LP led Social Emotional Mental Health (SEMH) training and 1 day per week for 2 x terms (approx. £10,000)</p> <p>10% funding ASCEND LSA's (£14,796)</p>	<p>“Data is valuable when it supports decision making. Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support” <i>The EEF Guide to The Pupil Premium, Page 2</i></p> <p>“Using a series of hinge questions to indicate how well a foundational concept has been learnt throughout a class may be useful for a teacher who is deciding whether to reteach content covered near the start of a term as they think some pupils may not have a good understanding” Education Endowment Foundation -<i>Diagnostic Assessment, Page 1</i></p> <p>“Hinge questions provide an immediate, often informal check of the initial understanding of every pupil in the class. When carefully designed they can identify misunderstandings and misconceptions” Education Endowment Foundation - <i>Diagnostic Assessment, Page 2</i></p> <p>“When it is most effective, the pupil Premium will sit at the heart of a whole school effort with all staff understanding the strategy and their role within it” <i>The EEF Guide to The Pupil Premium, Page 2</i></p> <p>“Effective diagnostic assessment often comes before a teaching sequence with the purpose of ascertaining pupils’ prior knowledge” Education Endowment Foundation -<i>Diagnostic Assessment, Page 2</i></p> <p>“For pupils’ with special educational needs deprivation is likely to be part of the broader context for families, therefore the Pupil Premium is used to help pupils and families overcome the dual barriers of special educational needs and socio-economic disadvantage” Case study Limpsfield Grange School. <i>The EEF Guide to The Pupil Premium Page, 7</i></p> <p>“Activities at Limpsfield Grange focus on pupil need and include wellbeing (e.g.</p>	
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	<p>weekly 1:1 counselling sessions, support for pupils to access a range of offsite trips and experiences, personalised homework support and online learning packages”</p> <p>Case study Limpsfield Grange School. <i>The EEF Guide to The Pupil Premium, Page 7</i></p>	
<p>HPA tutor grps 7-11</p> <p>Smaller core tutor groups in KS4 with English/ Maths/ Science with most experienced specialist core teachers</p> <p>Pedagogy CPD including Stretch + Challenge / Boys / PP / HPA (approx. £1,250)</p>	<p>“Evidence consistently shows the positive impact that targeted academic support can have. Considering how classroom teachers and teaching assistance can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching is likely to be a key component of an effective Pupil Premium strategy.” <i>The EEF Guide to The Pupil Premium, Page 3</i></p> <p>“Ofsted noted that successful schools allocated their best teachers to teach intervention groups to improve maths and English.” <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report. Page 21.</i></p>	2 HPA
<p>KS4 tutor groups are allocate the most effective specialist core teachers to deliver effective intervention in tutor time</p> <p>KS4 tutor groups re allocated following data capture analysis to best fit the interventions</p> <p>KS4 tutor group incentive scheme per term / data capture (approx. £1,500)</p>	<p>“Successful schools identified which pupils were underachieving, particularly in English and maths. Ofsted noted that successful schools allocated their best teachers to teach intervention groups to improve maths and English.” <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report. Page 21.</i></p>	3 Boys PPG

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

Budgeted cost: approx. £78,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff Y7-11 Mentoring Programme £1,000</p>	<p><i>“More successful schools set up one-to-one meetings to explore challenges faced by individual pupils.” Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, Nov. 2015. Page 75</i></p> <p><i>“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.” EEF Teaching & Learning Toolkit; Mentoring, Page 5</i></p>	<p>1 P8 & A8</p>
<p>Year 11 PPG boys’ English intervention groups £500 (rewards and refreshments)</p>	<p><i>“Ensuring that boys have lots of opportunities to engage in deliberate practice of writing is essential... you’ll need to provide regular guidance and diagnostic feedback.” The Boy Question, Page 125</i></p>	<p>3 boys PPG</p>
<p>Robust reading oracy program ‘love of reading strategies’ £2,500</p>	<p><i>“We place a particular focus on developing pupils’ vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status” Case Study Dixons Kings Academy. The EEF Guide to The Pupil Premium, Page 5</i></p>	<p>1,4,10</p>
	<p><i>“Referral to AP should be on the basis of a comprehensive assessment of the pupil’s needs and aspirations, with input</i></p>	<p>1,6,7</p>

<p>40% funding towards Alternative Provision to ensure consistency of academic learning (£8,000)</p>	<p><i>from the pupil and his/her parents or carers, to ensure that the selected provision is a good match. For most young people, especially those with complex issues, provision is likely to be an individualised package often involving more than one provider as even pupils with similar socio-economic backgrounds or with SEND can vary enormously in their needs. Allowing young people a degree of autonomy and choice in their learning and environment helps them to participate in the building of a community with a shared purpose and positive social relationships, securing their engagement. Being given appropriate choices enhances the capacity of young people to act independently and make better choices, enabling them to 'become someone different'."</i></p>	
<p>Academic Mentor English (£4750) Small group and 1:1 tuition sessions</p> <p>School Led NTP 3 x terms (approx. £24,000)</p>	<p><i>"Schools identified their most effective strategies as paired or small group additional teaching and improving feedback between teacher and pupils. One-to-one tuition was also commonly identified among the most effective strategies" Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, Nov. 2015. Page 52</i></p> <p><i>"Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy." EEF Teaching & Learning Toolkit, Page 2</i></p>	<p>1,2,3,11</p>
<p>Accelerated Reader Program Co-ordinator £34,225 with on costs Licence £880</p> <p>Toe by Toe training £500</p>	<p><i>"Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment. Activities to extend pupils' expressive and receptive vocabulary should relate to current topics with opportunities to practice new vocabulary" Case Study</i></p>	<p>10 low literacy</p>

	<i>The aspire Educational Trust. The EEF Guide to The Pupil Premium, Page 6</i>	
40% cost of full set of GCSE revision guides for Y10 PPG £2,500	<i>"It is also useful to make sure students are fully aware of how to get hold of the appropriate past papers and questions for their specific exams for home study." SEC-Ed, Article Revision & Study Skills, 2017.</i>	1,2,3

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

Budgeted cost: £141,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>40% funding towards Attendance Officers (£17,587)</p> <p>40% funding towards CPOMS £400</p> <p>40% funding towards AP Behaviour, Attendance, Safeguarding, Designated Safeguarding Lead (DSL) £32,149</p> <p>40% funding towards non-teaching Assistant Head of Years (AHOYs all who are DSL trained) (£36,115 with on-costs)</p> <p>40% towards counselling budget £2,000</p> <p>Miscellaneous budget (requested by Curriculum Leaders (CL) and heads</p>	<p><i>"A statistically significantly higher proportion of more successful secondary schools included social and emotional programmes, parental involvement programmes and strategies..." Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, Nov. 2015. Page 63</i></p> <p><i>"Schools with higher levels of pupil absence had lower performance among disadvantaged pupils" Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report, Nov. 2015. Page 63</i></p> <p><i>"Interventions maybe one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve, teaching and to attend wider barriers to learning such as behaviour and attendance" The EEF Guide to The Pupil Premium, Page 2</i></p> <p><i>"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and</i></p>	5 attendance PPG

<p>of year on a case by case basis) £5,000</p>	<p><i>emotional support” The EEF Guide to The Pupil Premium, Page 3</i></p>	
<p>40% SIMS parent App £400 (communications)</p>	<p><i>“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. There is some evidence that personalised messages linked to learning can promote positive interactions.” EEF Teaching & Learning Toolkit; Parent-engagement. Page 2</i></p>	
<p>UPS Projects – PPG/Males/Literacy/Mental Health (approx. £500)</p>	<p><i>“According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.” EEF Teaching & Learning Toolkit; Behaviour-interventions. Page 4</i></p>	
<p>Supervision resources inc lap tops £3,000</p>	<p><i>“School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Core components of a school uniform policy might include staff holding high expectations of pupils’ behaviour and that their attire reflects the values and culture of the school which the pupils reflect”. EEF Teaching & Learning Toolkit; Uniform. Page 4</i></p>	
<p>Uniform budget £2,000</p>	<p><i>“Activities at Limpsfield Grange focus on pupil need and include wellbeing (e.g. weekly 1:1 counselling sessions, support for pupils to access a range of offsite trips and experiences,</i></p>	
<p>40% funding towards OPA Basketball Programme (£15,000)</p>	<p><i>“Activities at Limpsfield Grange focus on pupil need and include wellbeing (e.g. weekly 1:1 counselling sessions, support for pupils to access a range of offsite trips and experiences,</i></p>	
<p>40% funding towards Enrichment Lead (D of E, CCF inc summer camp, Clubs and trips) £20,000</p>	<p><i>“Activities at Limpsfield Grange focus on pupil need and include wellbeing (e.g. weekly 1:1 counselling sessions, support for pupils to access a range of offsite trips and experiences,</i></p>	
<p>Duke of Edinburgh Programme</p>	<p><i>“Activities at Limpsfield Grange focus on pupil need and include wellbeing (e.g. weekly 1:1 counselling sessions, support for pupils to access a range of offsite trips and experiences,</i></p>	
<p>Enrichment aspiration trips for (inc coaches + cover):</p>	<p><i>“Activities at Limpsfield Grange focus on pupil need and include wellbeing (e.g. weekly 1:1 counselling sessions, support for pupils to access a range of offsite trips and experiences,</i></p>	

<p>Y11 UEL Y10 Anglia Ruskin Y9 UEL (approx. £7,500)</p>	<p><i>personalised homework support and online learning packages” Case study Limpsfield Grange School. The EEF Guide to The Pupil Premium, Page 7</i></p> <p><i>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.” EEF; Outdoor Adventure Learning</i></p>	
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Total budgeted cost: £358,615

Part B: Review of outcomes in the previous academic year 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Outcome
<p>Improve overall P8 and Attainment 8 for our disadvantaged students</p>	<p>Meet national average for disadvantaged students and close the gap between disadvantaged students their peers.</p> <p><i>Data published in 2022 revised Performance measures in February 2023. Uneven impact of the pandemic on 2021/22 school performance data. DfE recommend not making direct comparisons with data from previous years</i></p> <p><i>P8 Overall (95) = -0.42</i></p> <ul style="list-style-type: none"> - <i>P8 Dis (42) = -0.78</i> <p><i>A8 Overall (95) = 40.2</i></p> <ul style="list-style-type: none"> - <i>A8 Dis (42) = 35.3</i>
<p>Improve the P8 of HPA disadvantaged students</p>	<p>Meet national average for disadvantaged students with high prior attainment and close the gap between disadvantaged students their peers.</p> <p><i>Data published in 2022 revised Performance measures in February 2023. Uneven impact of the pandemic on 2021/22 school performance data. DfE recommend not making direct comparisons with data from previous years</i></p> <p><i>P8 HPA Dis (9) = -0.11</i></p>
<p>Raise the aspirations of our disadvantaged students</p>	<p>Students staying in education or employment for at least 2 terms after key stage 4</p> <p><i>2020 – 105 Students who finished KS4 in 20202 and stayed in education or employment for at least 2 terms after KS4 = 88% (A Level + Level 3)</i></p>

<p>Improve the P8 of Boys who are disadvantaged</p>	<p>Meet national average for disadvantaged male students and close the gap between disadvantaged students their peers.</p> <p><i>Data published in 2022 revised Performance measures in February 2023. Uneven impact of the pandemic on 2021/22 school performance data. DfE recommend not making direct comparisons with data from previous years</i></p> <p><i>P8 Boys Dis = -0.10</i></p>
<p>Improve the reading age of all of our Y7 and Y8 students, and ensure all of our Y8 disadvantaged students are reading at age expectations by the end of the academic year.</p>	<p>Close the gap between disadvantaged students and their peers and close the gap between disadvantaged students their peers.</p> <p><i>2021-2022 Reading Age Impact information</i></p> <p><i>Y7-10 targeted 'Urgent Intervention' + 'Intervention' via accelerated reading small group teaching with full time AR lead</i></p> <ul style="list-style-type: none"> - <i>Y7 – improved 4 months overall on average</i> - <i>Y8 – decreased 4 months overall on average due to in year admissions of weaker reader into intervention groups</i> - <i>Y9 – improved 1 year overall on average</i> - <i>Y10 – improved 1 year overall on average</i>
<p>Improve attendance of our disadvantaged students</p>	<p>Close the gap between disadvantaged students and their peers.</p> <p><i>Attendance gap closed by 0.44% 21-22 vs 20-21</i></p> <ul style="list-style-type: none"> - <i>2021-2022 - Overall 90.63% vs Dis 87.22% (gap 3.41%)</i> - <i>2020-2021 – Overall 89.93% vs Dis 86.08% (gap 3.85%)</i>
<p>Increased house points for our disadvantaged students</p>	<p>Close the gap between disadvantaged students and their peers.</p> <p><i>House Point gap closed by 6% 21-22 vs 20-21</i></p> <ul style="list-style-type: none"> - <i>2021-2022 – All vs Dis HPs allocation gap – 8%</i> - <i>2020 – 2021 – All vs Dis HP allocation gap – 14%</i>
	<p>Close the gap between disadvantaged students and their peers.</p>

<p>Reduced the number of our disadvantaged supervision referrals</p>	<p><i>Supervision gap closed by 3% 21-22 vs 20-21</i></p> <ul style="list-style-type: none"> - <i>2021-2022 – All vs Dis Supervision gap 7%</i> - <i>2020-2021 – All vs Dis Supervision gap 10%</i>
<p>Increased attendance at clubs and extra-curricular activities for our disadvantaged students</p>	<p>Close the gap between disadvantaged students and their peers.</p> <p><i>Evolve data highlights that there was an increase in clubs and extra-curricular activities for Dis students 2021-2022 vs 2020-2021</i></p> <ul style="list-style-type: none"> - <i>2021-22 – Dis Trips 28% / Dis Clubs 32%</i> - <i>2020-21 – Dis Trips 25% / Dis Clubs 29%</i>
<p>Improve our provision for our disadvantaged students with Special Educational Needs and Disabilities</p>	<p>Our disadvantaged students with SEND achieve improved P8 scores and feel more supported in their lessons.</p> <p><i>OAT Predicted – Awaiting published DfE data Jan 2023 as NCFE Vocational qualifications left out of DfE data Oct 2022</i></p> <p><i>P8 SEND Dis improved 2021 vs 2019 by 0.08</i></p> <ul style="list-style-type: none"> - <i>P8 SEND Dis 2021-2022 was -0.56</i> - <i>P8 SEND Dis 2019-2019 was -0.64</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	TalentEd
National Tutoring Programme	The Brilliant Club

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.