Pupil premium strategy statement
Ormiston Park Academy

> Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.
>
> All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.
>
> If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.
>
> Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

Detail	Data
Number of pupils in school	686
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-2026
Date this statement was published	November 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Humayun Rashid
Pupil premium lead	Humayun Rashid
Governor / Trustee lead	James Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,835
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£90,724
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*	£381,559

Part A: Pupil premium strategy plan

Statement of intent

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.

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.

Our key areas of focus are:

- Addressing the low attainment of PP students at KS4
- Addressing low literacy levels on entry to the academy
- Addressing the attendance of PP students, narrowing the gap between disadvantaged and non-disadvantaged students
- Addressing the behaviour of disadvantaged pupils with strategies to reduce suspension and negative behaviour

Challenges

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

Challenge number	Detail of challenge
1	**Low attainment of PP students at KS4** In 2023 the gap between disadvantaged and non-disadvantaged was 2.08. The current Y11 attainment shows a gap of 8.27. The academic gap is most notable in English, Maths and Science.
2	**Literacy** Disadvantaged students at OPA find Literacy challenging. Based on the current NGRT for Year 7 students, there are 5.7% with a reading age of at least 4 years below their chronological age. For Pupil premium students this is nearly 11%. Disadvantaged students struggle with spelling, punctuation and grammar in the classroom significantly.

3	**Attendance**
	Disadvantaged attendance for the 22/23 academic year was 84.10% .The gap between disadvantaged and non was 8.20% For the first half-term of the 23/24 academic year the attendance of disadvantaged students is 84.17%. Persistent absence of disadvantaged children is 40.29%
4	**Behaviour**
	Disadvantaged students accounted for 57.79% of all negative behaviour points last academic year. I addition to this, of the 360 suspension that happened last year 67% of them were disadvantaged students. Disadvantaged students accounted for 42.70% of all negative behaviour points taken place this academic year. Of the 204 suspension that have taken place 67.40% have been disadvantaged students.
5	

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 KS4 attainment	The gap between disadvantaged and non-disadvantaged is reduced from 4.05 in 2023 to 2 in 2024
Improved literacy skills across KS3 & KS4	80% of students accelerate their reading age to at least within 6 months of their age.
Improved attendance	95% attendance for all PP pupils, discounting persistent absence. Reduce persistent absence of PP students from 45% to 35%.
Improved behaviour	Reduced number of suspensions overall for PP students by 50% Reduce negative behaviour points from 40% to 30%

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: £150,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Aloud Programme (Cost of books) Mentor time in KS3	Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become. During Read Aloud, students engage with a range of texts and are exposed to Tier 2 and 3 vocabulary frequently. Literacy is the foundation for reading, writing, communicating and socialising (Behaviour). Improved literacy skills result in intellectual advantages (attainment). We can overcome some of the disparity between fluent and non-fluent by reading aloud (this won't address reading fluency, but it will provide non-fluent readers with the cognitive advantages of reading. David Didau 2021	2, 1
Undertake CAT4 and NGRT Reading Tests to diagnose the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.	The CAT4 is similar to an IQ test and gives a snapshot of a pupil's potential, more so than traditional, curriculum- based tests. It identifies learning preferences and helps teachers to see which pupils will need assistance and support, as well as those who need to be challenged. NGRT reading tests give a breakdown of students reading ability, including comprehension which allows teachers to identify which part of reading is a particular challenge for each child. This allows staff to develop specific intervention to ensure the student makes progress.	2, 1
Access to Library LRC before, during and after school	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading in-creases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). Nearly 1 in 10 (9.7%) children and young people who received free school meals (FSMs) said that they did not have a book of their own. (National Literacy Trust 2022) Book ownership in 2022	National Literacy Trust	2
Improve Feedback across the academy. Implement success criteria into marking and feedback to highlight strengths and areas for improvement.	Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). 1 6 https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback	1

Improve AFL and implement mastery across the academy.	Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/mastery-learning	1
All Behaviour (positive and negative) communicated to parents, carers.	Decades of research have made one thing clear: parental involvement in education improves student attendance, social skills and behaviour. It also helps children adapt better to school. In one instance, researchers looking at children's academic and social development across first, third and fifth grade found that improvements in parental involvement are associated with fewer "problem behaviours" in students and improvements in social skills. Researchers also found that children with highly involved parents had "enhanced social functioning" and fewer behaviour problems. AECF	4

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

Budgeted cost: £82,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group after school support / Intervention for Y10 & Y11 for all subjects (Super 6)	Programmes that extend school time have a positive impact +3 months EEF	1
Morning Support in English, Maths, Science, and Humanities twice per week (1hr total) for Y11 for targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	1
Holiday Programme Support in all subjects for Y11 & Y10 targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	1
Academic resources pur-chased for subjects for all PP students	Aims to equip learners with the resources needed to successfully engage in lessons and to continue their learning independently at home through revision activities	1
Reading intervention – Lexonik programme	Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become. We can overcome some of the disparity between fluent and non-fluent by reading aloud (this won't address reading fluency, but it will provide non-fluent	2

| | readers with the cognitive advantages of reading. David Didau 2021 'The percentage of students who were decoding below the national average decreased four-fold, from 23.7% at the start of the programme to 6.9% at the end. At the same time, the percentage of children who were decoding above the national average saw a more than five-fold increase, rising from 4.5% to 24.0% at the end of the programme.' Lexonik National Literacy Trust Evaluation.Literacy Intervention Programmes That Empower Learning - Lexonik | |

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

Budgeted cost: £148,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student services officer to support attendance administrator to liaise with parents	Embed OPA attendance strategy and use the attendance toolkit to ensure parents of PP students feel safe and confident engaging with school. Attendance manager, phone calls, attendance/punctuality, concern letters, parental meetings, and home visits	3, 4
PA tracker - consistent monitoring and tracking of students approaching or below PA.	Heads of year arrange attendance appointments at all parent events. Students who have 3 consecutive days or longer off are supported with return to school and catch up of missed learning through HOY/pastoral meeting system. This will ensure gaps in learning are addressed and students supported in their return.	3
Rewards system for PP attendance	Embed attendance focus during tutor time and external agencies Embed Emotional Based Non-Attendance Framework via inclusion panel Attendance challenge, assemblies, reward breakfasts, daily morning breakfast	3, 4
The Nurture group provision opened and working with identified students	Short term provision to support students in developing the learning dispositions, attitudes and characteristics needed to be well rounded, resilient learners, with the aim of transitioning back to mainstream setting.	4

Total budgeted cost: £381,559

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
PROGRESS 8	-1.44 [131]	-1.61 [68]	-1.25 [63]	-1.71 [69]	-1.46 [26]	-1.03 [39]	-1.40 [69]	-2.24 [23]	-2.69 [14]	-2.76 [3]	-0.73 [20]
ATTAINMENT 8	30.88 [144]	27.90 [75]	34.12 [69]	28.80 [70]	18.50 [27]	20.47 [39]	35.67 [69]	40.91 [23]	35.23 [14]	7.58 [3]	40.52 [26]

BASICS	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
95 BASICS	17.4% [25]	16% [12]	18.8% [13]	8.6% [6]	0.0% [0]	0.0% [0]	18.8% [13]	43.5% [10]	28.6% [4]	0.0% [0]	42.3% [11]
94 BASICS	35.4% [51]	34.7% [26]	36.2% [25]	27.1% [19]	3.7% [1]	10.3% [4]	44.9% [31]	60.9% [14]	42.9% [6]	0.0% [0]	65.4% [17]

BASKETS	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
MATHS PROG	-1.53 [131]	-1.42 [68]	-1.65 [63]	-1.90 [69]	-1.33 [26]	-0.95 [39]	-1.53 [69]	-2.49 [23]	-2.92 [14]	-2.98 [3]	-0.75 [20]
ENGLISH PROG	-1.04 [131]	-1.34 [68]	-0.70 [63]	-1.35 [69]	-1.35 [26]	-0.76 [39]	-0.84 [69]	-2.10 [23]	-2.67 [14]	-3.81 [3]	-0.38 [20]
EBACC PROG	-2.23 [131]	-2.31 [68]	-2.14 [63]	-2.54 [69]	-2.32 [26]	-1.86 [39]	-2.11 [69]	-3.22 [23]	-3.89 [14]	-3.69 [3]	-1.47 [20]
OPEN PROG	-1.06 [131]	-1.52 [68]	-0.56 [63]	-1.29 [69]	-1.03 [26]	-0.45 [39]	-0.97 [69]	-2.36 [23]	-2.82 [14]	-3.69 [3]	-0.25 [20]

EBACC	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
APS	2.24 [144]	2.09 [75]	2.41 [69]	2.01 [70]	1.03 [27]	1.17 [39]	2.60 [69]	3.33 [23]	2.77 [14]	0.44 [3]	3.18 [26]
EBACC ENTRY	20.1% [29]	23% [17]	17.4% [12]	20.0% [14]	0.0% [0]	2.6% [1]	23.2% [16]	39.1% [9]	50.0% [7]	0.0% [0]	23.1% [6]
EBACC ENTRY 94	17.2% [5]	24% [4]	8.3% [1]	21.4% [3]	- [0]	0.0% [0]	12.5% [2]	33.3% [3]	28.6% [2]	- [0]	50.0% [3]
EBACC ENTRY 95	10.3% [3]	18% [3]	0.0% [0]	14.3% [2]	- [0]	0.0% [0]	0.0% [0]	33.3% [3]	28.6% [2]	- [0]	50.0% [3]

	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
PROGRESS 8	-1.71	-1.68	-0.03	-1.84	0.13
ATTAINMENT 8	28.80	-17.90	46.7	-21.50	50.3

BASICS	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
95 BASICS	8.6%	-34.6%	43.2%	-16.1%	24.7%
94 BASICS	27.1%	-37.5%	64.6%	-17.6%	44.7%

BASKETS	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
MATHS PROGRESS	-1.90	-1.88	-0.02	-2.01	0.11
ENGLISH PROGRESS	-1.35	-1.31	-0.04	-1.46	0.11
EBACC PROGRESS	-2.54	-2.51	-0.03	-2.68	0.14
OPEN PROGRESS	-1.29	-1.25	-0.04	-1.41	0.12

EBACC	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
APS	2.01	-2.07	4.07	-2.43	4.43
EBACC ENTRY	20.0%	-20.0%	40.0%	-24.5%	44.5%

Aim	Outcome
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. • We have pulled closer to the national average Nat P8 Overall = -1.68 OPA P8 Dis = -1.71
Improve the P8 of HPA Disadvantaged Students	Meet national average for disadvantaged students with high prior attainment and close the gap between disadvantaged students and their peers. P8 HPA Dis = -2.24 P8 HPA NonDis= -1.53
Improve attendance of our disadvantaged students	Close the gap between disadvantaged students and their peers. Attendance Gap widened by 1.51% 2022-2023 – Overall 88.29% vs Dis 83.12% (gap 5.16%) 2021-2022 – Overall 91.79% vs Dis 88.14 (gap 3.65%)

Increased house points for our disadvantaged students	Close the gap between disadvantaged students and their peers. 2021-2022 Gap = 26.6% 2022-2023 Gap = 19.87

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP	National Tutor Programme
Lexonik	Lexonik

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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