

Ormiston Park Academy

Pupil Premium Strategy Statement

2024/2025



Ormiston Park Academy Pupil Premium Strategy Statement

This statement details the use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy, detailing how we intend to spend the funding in this academic year.

An accompanying Pupil Premium Impact Review measures the effect that last year's spending of the Pupil Premium Grant had within our school.

Nationally, according to the last available data published by the DfE, the Key Stage 4 disadvantage gap index has widened from 3.84 to 3.95. It is now at its highest level since 2011. Before the pandemic, the gap index had widened, going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66, when centre assessed grades were used. The disadvantage gap index summarises the relative attainment gap (based on the average grades achieved in English and maths GCSEs) between disadvantaged pupils and all other pupils. The index ranks all pupils in state-funded schools in England and assesses whether disadvantaged pupils typically rank lower than all other pupils. A disadvantage gap of zero would indicate that pupils from disadvantaged backgrounds perform as well as pupils from non-disadvantaged backgrounds. We measure whether the disadvantage gap is getting larger or smaller over time.

In 2024, Ormiston Park Academy students achieved an Attainment 8 score of 36.01. The national average for 2024 has not yet been published but was due October 2024 - the DfE are yet to announce the new publication date. The Attainment 8 score for the disadvantaged at Ormiston Park Academy was 27.94 in 2024, a difference of -6.96 to national. The national comparator: the Attainment 8 score for the disadvantaged was 34.9 in 2023 and this is predicted to be lower for 2024 results.

The school's Progress 8 score for 2024 was -0.72 . The national average for 2023 was -0.03 . The school's Progress 8 score for the disadvantaged was -1.22 . The national average for disadvantaged students in 2023 was -0.57 . In 2023, the school's Progress 8 score for all was -1.12 , with the school's Progress 8 score for the disadvantaged at -1.34 . Progress 8 for the disadvantaged at Ormiston Park Academy improved between 2023 and 2024 by $+0.12$, and improved for all by $+0.4$. Ormiston Park Academy is on a rapid school improvement journey, following the appointment of a new Principal and Executive Principal, on a temporary basis from 26th February 2024, and permanently from 1st June 2024. The impact of this rapid improvement journey is illustrated by the improved progress scores between 2023 and 2024 for all and for the disadvantaged. This marked the beginning of the school improvement journey; the school are determined to use all methods, including the Pupil Premium Strategy to rapidly improve outcomes for our students.

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Underpinning our Pupil Premium Strategy are key tenets that form the foundation of our practice at Ormiston Park Academy:

- **Believe and Achieve** We are committed to nurturing a community where students are encouraged to believe in their potential and are supported in achieving their aspirations.
- **#knowyourstudents** – Ormiston Park Academy employs an evidence-based culture of learning. Staff are expected to cater for *all* students and their individual needs.
- **No ceilings to success** – Quality First Teaching will help every child to succeed. Our PARK agenda will foster a culture of aspiration. All students are given the opportunity to thrive and achieve to the best of their ability. The school's strategies aim to significantly improve attainment and progress for everyone whilst also closing the gap between the advantaged and disadvantaged.
- **Our strategy is grounded in the belief that less is more** - We have selected a small number of priorities to focus on, based on maximum impact. Where a significant number of strategies are employed, this becomes tricky to manage and results in limited outcomes.
- **Curriculum** – Our Ormiston Park 5-year journey aims to build an aspirational culture and fosters independent learning.

School Overview

School name	Ormiston Park Academy
Pupils in school	Total number of students: 675 Pupil Premium eligible: 250 = £274,050*
Proportion of disadvantaged pupils	36.87% Whole school
Academic year covered by statement	2024/25 Our plan is a three-year plan to span 2024/2025 – 2027/2028. This long-term planning ensures maximum and sustained impact on disadvantaged learners, in line with the culture, values and ethos of the school.
Statement authorised by	Munira Said – Principal Jodie Hassan – Executive Principal
Pupil Premium Lead	Humayun Rashid – Vice Principal
IAB Lead	Aron Wiles – IAB Chair

*This figure reflects the number of students eligible for Pupil Premium who are currently on roll at Ormiston Park Academy. As funding is lagged, actual GAG funding awarded is based on students on roll at the point of the October Census 2023 and will be received in academic year 2025/2026. This funding does not include students not on roll at that time. For example, Pupil Premium students who joined as mid-term admissions after Census Day on Thursday 3rd October 2023 will not receive GAG funding until the next academic year and Pupil Premium funding until the April following October Census.

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Funding Overview

Detail	Amount
Pupil Premium allocation this academic year	£274,050
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year 2024/2025	£274,050

Disadvantaged pupil performance overview for last academic year (2023/24)

Measure	Ormiston Park Academy Disadvantaged Students	National Disadvantaged Students	Difference - Ormiston Park Academy compared with National
Attainment 8	27.94	34.9	-6.96
Percentage of Grade 4+ in English and maths	41.3%	43%	-1.7%

Note: National figures are from 2023, due to delayed publication of 2024 national data by the DfE.

Statement of Intent

At Ormiston Park Academy, we acknowledge that the Pupil Premium Grant is a vital tool in our armoury to address the pernicious link between low family income and reduced educational outcomes. Used purposefully, the Pupil Premium Grant can help tackle some of the barriers that stand in the way of eligible pupils' progress.

The Ormiston Park Academy Pupil Premium Strategy has been developed in line with the Education Endowment Foundation's (EEF's) three-tiered approach to allocate spending across the following three areas:

- supporting consistently high-quality teaching, including through staff professional development;
- providing targeted academic support, such as one to one or small group academic tuition, teaching assistant deployment and interventions;
- wider strategies such as supporting non-academic barriers to academic success, such as difficulties in attendance, behaviour and social and emotional well-being, including extracurricular activities and providing meal provision.

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In line with the EEF's recommended approach, Ormiston Park Academy has prioritised:

- high-quality teaching for all – we aim to ensure there are excellent learning opportunities in each curriculum area, every day, in every lesson;
- our programme of targeted academic support – we aim to ensure this is timely and impactful;
- wider strategies supporting barriers to academic success, particularly through our work on rapidly improving rates of attendance, behaviour (through our Curriculum for Behaviour) and social and emotional well-being.

The exact balance of spending between these tiers has been allocated in response to the specific contextual needs of pupils at Ormiston Park Academy.

Pupil Premium is not a personal budget for individual eligible pupils, so Ormiston Park Academy are clear that the funding does not have to be spent solely for the benefit of eligible pupils; the use of the Pupil Premium Grant is used to have wider impact. At Ormiston Park Academy, the Pupil Premium Grant is used, in line with our wider school improvement priorities, to ensure quality first teaching, which will benefit both disadvantaged and non-disadvantaged pupils. For example, the Pupil Premium Grant is used to fund the Ormiston Park Academy programme for Continued Professional Development & Learning (CPDL) to secure high-quality teaching for all. The Pupil Premium Grant is also used to address non-academic barriers to success (like poor attendance). The Pupil Premium Grant at Ormiston Park Academy is also used to support other pupils with identified needs, such as pupils who have or have had a social worker, or pupils who act as a carer.

The Ormiston Park Academy Pupil Premium Strategy acknowledges that middle and higher attaining eligible pupils should receive just as much focus as lower attaining eligible pupils when it comes to the allocation of funds. Evidence shows that eligible pupils who are among the highest performers at Key Stage 2 are more likely than their non-eligible peers to fall behind by Key Stage 4. This evidence has been employed for the 2024/2025 cohort, in spite of their arrival without Key Stage 2 data. We have used the school's data benchmarking (completed in place of Key Stage 2 SATs) to identify our higher, middle and lower attaining learners. 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 middle to high attainers.

A landmark study, based on research carried out for the Institute for Fiscal Studies (IFS) and funded by the Nuffield Foundation, found that disadvantaged pupils start school behind their better-off peers, and those inequalities persist through their school years and beyond – eventually having an impact on earnings. The authors state there is overwhelming evidence that the education system in England leaves too many young people behind. Their belief is that, despite decades of policy focus, there has been little if

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any shift in the gaps in educational attainment between children from different backgrounds. This is evidenced by 2023 performance data, where nationally the Key Stage 4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95.

Although the Covid pandemic is over, we recognise the continuing and disproportionate impact that the national school closures had on disadvantaged students. At Ormiston Park Academy, we acknowledge that the coronavirus pandemic will undoubtedly have increased the inequalities in education (this is evidenced through the national picture: nationally, the Key Stage 4 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.95. It is now at its highest level since 2011. Before the pandemic, the gap index had widened going from 3.66 to 3.70 between 2017 and 2019, before narrowing slightly in 2020 to 3.66 when centre assessed grades were used). Our strategy for the use of the Pupil Premium fund aims to challenge and reduce these inequalities, working towards eradicating them for students at Ormiston Park Academy. A drive for an ambitious curriculum, delivered through high-quality teaching is at the heart of our approach.

We consider the multi-faceted challenges faced by vulnerable pupils; those with economic disadvantage, those who receive support from Children's Social Care and those who face any barriers to success (for example, Young Carers). The activities we have outlined in this statement are intended to support the needs of all vulnerable learners, regardless of whether they are disadvantaged or not. We focus on areas in which disadvantaged and vulnerable pupils require the most support. This is proven to have the greatest impact on closing the national disadvantage attainment gap and at the same time will benefit the non-disadvantaged learners at Ormiston Park Academy.

We use a robust research base, combined with our local contextual knowledge, to inform the strategies that work at Ormiston Park Academy. We know that utilising the findings from EEF research will place the Ormiston Park Pupil Premium Strategy on a sound footing. We refer to 'The EEF Guide to the Pupil Premium' (updated September 2024) and take guidance on effective strategies to raise attainment based on evidence outlined in the EEF's 'Special Education Needs in Mainstream Schools'3 report. These inform the approaches employed at Ormiston Park Academy to support learning and improve outcomes for all pupils, including the disadvantaged.

Implicit in the intended outcomes that follow, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress and improved attainment for their disadvantaged peers. Our strategy is also integral to wider school approaches, including the Academy Development Plan and the Raising Standards Plan, amongst others.

Our approach is responsive to common challenges and individual needs and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils excel. The key principles that underpin our strategy, supported by EEF research, are:

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1. **Schools can make a difference.** Schools across the country have demonstrated how great teaching and careful planning can make a huge impact on the experience, life chances, outcomes, progress and attainment of disadvantaged children.
2. **Evidence can help.** Taking an evidence-informed approach to Pupil Premium spending helps schools to:
 - Compare how similar challenges have been tackled in other schools
 - Understand the strength of evidence behind alternative approaches
 - Consider the likely cost-effectiveness of a range of approaches
3. **Quality Teaching helps every child.** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.
4. **Implementation Matters.** The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that become hard to manage and fragmented.
5. **Support middle and high attainers too.** The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium Grant are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their non-disadvantaged peers to receive top grades at GCSE.

To ensure that the strategy employed at Ormiston Park Academy is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they are set and receive scaffolded support to help them to meet these challenges;
- act early to intervene at the point that need is identified (and be pro-active in seeking to understand and pre-empt need);
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can and do achieve.

Ethos and Values Underpinning the Ormiston Park Academy Pupil Premium Strategy

The use of Pupil Premium funding at Ormiston Park Academy is underpinned by the school's values: P.A.R.K. (Perseverance, Aspiration, Responsibility and Knowledge):

Perseverance

We aim to foster Perseverance by encouraging our learners to:

- Be Independent: Develop self-reliance in their studies and personal growth
- Be Resilient: Overcome challenges and setbacks with determination
- Take Ownership: Actively engage in and take responsibility for their learning

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- Be Resourceful: Utilise available resources creatively and effectively
- Understand Progress: Recognise how they can advance and improve continuously

Aspiration

We want our students to believe in their limitless potential:

- No Ceilings to Success: Understand that there are no limits to what they can achieve
- No Caps on Achievement: Realise that their efforts can lead to boundless success
- Strive for Excellence: Maintain a continuous effort to be the best they can be
- Growth Mindset: Embrace the belief that abilities can be developed through dedication and hard work
- Marginal Gains: Appreciate the significance of small, incremental improvements in achieving their goals

Responsibility

We expect our students to embody Responsibility by:

- Consistent Learning Behaviours: Demonstrate good study habits and engagement
- Respect for Diversity: Show respect and appreciation for different perspectives and backgrounds
- Thoughtfulness: Act considerately in the classroom and produce thoughtful work
- Safety in Expression: Share their talents and ideas in a safe and respectful manner
- Relentless Pursuit of Knowledge: Be relentless in seeking out and acquiring new knowledge

Knowledge

In their pursuit of Knowledge, we encourage our students to:

- Adopt a Growth Mindset: View mistakes as opportunities for learning and growth
- Adopt Thoughtful Decision-Making: Anticipate and evaluate potential outcomes in their decisions
- Overcome Challenges: Tackle and overcome obstacles in their learning journey
- Welcome Feedback: Actively seek and use feedback to improve
- Adopt Skill Development: Continuously develop new skills
- Understanding the World: Enhance their understanding of the world and their place within it

Challenges

The following table details the key challenges to achievement that we have identified that impact our disadvantaged pupils.

P e r	Our assessments (including well-being surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These include (but aren't restricted to) anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about
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<p>s e v e r a n c e</p>	<p>exams/future prospects, alongside the very real concerns brought about by the cost of living crisis.</p> <p>Disadvantaged students are impacted most markedly by the cost of living crisis. These challenges particularly affect disadvantaged pupils, including impacting on their attainment and progress.</p> <p>In recent years, referrals to external agencies for support markedly increased. A significant number of students currently require additional support with social, emotional and mental health needs.</p>
<p>A s p i r a t i o n</p>	<p>Our assessments, observations and discussions with pupils and families suggest that many of our disadvantaged pupils are suffering long-term implications on their education and well-being. They have been impacted by the national cost of living crisis and rising prices, as well as having been disproportionately affected by the Covid pandemic and ensuing national school closures (and partial closures due to the impact of Covid). The impact of these national issues has had a greater detrimental impact on the disadvantaged than for other pupils. These findings are backed up by several national studies (including the 'Pupil Learning and Well-being during the Covid-19 Pandemic' survey by Impact Ed: https://drive.google.com/file/d/19tcaSSfyzTXWjBlj8LsgtJM-frfbXu/view).</p> <p>A national NASUWT survey shows that teachers are increasingly seeing the devastating effects of the cost of living crisis on pupils.</p> <p>The long-term impact has resulted in significant knowledge gaps, resulting in pupils falling further behind age-related expectations. The current cost of living crisis worsens this situation, according to Dr Patrick Roach, NASUWT General Secretary: "The financial worry and anxiety that many parents are already experiencing is also being felt by children and is likely to have a negative impact on their education."</p>
<p>R e s p o n s i b i l i t y</p>	<p>Assessments, observations and discussion with Key Stage 3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>We know that, to achieve in Compound Assessments, GCSE, A Levels and beyond, a pre-requisite is efficiency in reading (a minimum reading age of 15 is required to fully access GCSE exam papers).</p> <p>Our vision for reading at Ormiston Park Academy is not that we simply secure exam success (that is a given if our vision is realised); at Ormiston Park Academy, we believe that <i>all</i> students should develop a love of reading that goes beyond the confines of the power of reading to secure exam success. Our drive is to create a schoolwide culture where we develop a community of life-long readers who seek to expand their experience, knowledge and skills. This takes place in a safe, secure, respectful and inclusive environment where all readers are encouraged and expected to participate and express themselves.</p>
<p>R e s p</p>	<p>Nationally, disadvantaged boys do less well than their peers in terms of attainment and progress and are vulnerable in terms of their educational achievement. There are a number of contributory factors that prompt lower outcomes for</p>

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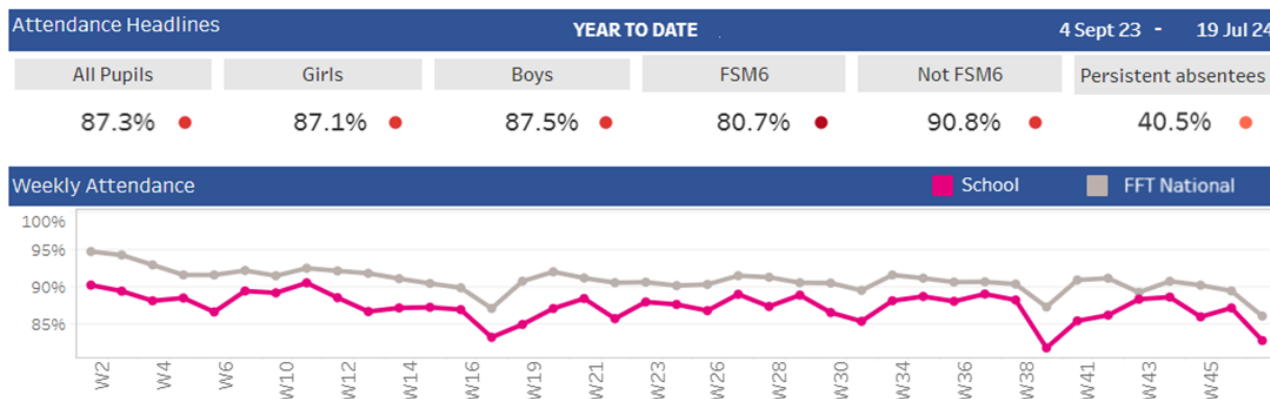


<p>o n s i b i l i t y</p>	<p>disadvantaged boys than their peers, including (but not limited to) disaffection and patterns of disruption and disengagement.</p> <p>At Ormiston Park Academy, we have consciously problematised the attainment and progress of disadvantaged boys. We have taken into account the social context of schooling and considered the complexities of the lived experiences of our disadvantaged boys and the ways these impact on learning and achievement. There are 134 students in the 2023/2024 Year 11 cohort. Of these, 72 are boys and 62 are girls. Boys account for 53.7% of the Ormiston Park Academy Year 11 cohort for academic year 2024/2025. In our context, this impact is heightened as more students in Year 11 are male than female. There are 56 students eligible for the Pupil Premium Grant in Year 11. In terms of the split between male and female disadvantaged in Year 11, 34 Year 11 boys (60.7%) are Pupil Premium eligible, compared with 22 girls (39.3%).</p> <p>We will heighten focus on the disadvantage gap, making sure to recognise the intricacies of this. The school's Raising Standards Action Plan focuses on rapidly accelerating the attainment and progress of disadvantaged boys and boys overall, whilst simultaneously increasing the ability of core curriculum leads to forensically analyse data and contextualise this in the whole school picture, thus improving the attainment and progress of all.</p>
<p>K n o w l e d g e</p>	<p>Given the impact of the current cost of living crisis, it may be expected that attendance rates would continue to be challenging during academic year 2024/2025. Attendance rates were below national average in academic year 2023/2024. We are strategising to ensure ongoing rapid and meaningful improvement in attendance and punctuality, utilising some Pupil Premium funding to support this.</p> <p>Deprivation has impacted on attendance across the country, with Pupil Premium students missing an increasing number of sessions. It must be assumed that the current cost of living crisis will also have a detrimental impact on attendance rates.</p> <p>Our assessments and observations indicate that absenteeism will negatively impact disadvantaged pupils' attainment and progress.</p> <p>2023/2024 Attendance</p> <p>FFT provide analysis of attendance rates for all FFT schools across the country. The following graph shows the attendance rates for Ormiston Park Academy and the comparison with schools across the country. Attendance at Ormiston Park Academy remained below the FFT national average across the academic year.</p>

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Behaviour

Deprivation impacts on behaviour and ensuing sanctions across the country, with Pupil Premium students more likely to be suspended and permanently excluded nationally. Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. This impacts on behaviour.

We are developing and maintaining a culture built on excellent learning habits and high expectations, focused on our Curriculum for Behaviour which takes a holistic approach to ensuring consistency to achieve excellent Behaviour for Learning by all students in all lessons. This centres around our PARK values and is driven by the Ormiston Park Academy Curriculum for Behaviour.

We will ensure that the robust monitoring and evaluation process continues to be employed to secure sound evidence-based judgements of the impact of our Behaviour strategies and curriculum. This will support with improving behaviour for learning and tracking impact throughout the year.

Suspension and Exclusion Data 2023/2024

There were three Permanent Exclusions at Ormiston Park Academy in academic year 2023/2024. This follows a similar pattern to the previous academic year, where there were two permanent exclusions in 2022/2023. There were 372 suspensions in 2023/2024, this was slightly higher than the 360 suspensions in 2022/2023.

	2022/23 National	2021/2022	2022/23	2023/24
Headcount		664	694	728
Permanent exclusions		4	2	3
Permanent exclusions (rate)	0.22	0.6	0.29	0.41
Suspensions		263	360	372
Suspension (rate)	18.90%	39.61%	51.87%	51.09%

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Intended Outcomes

Our intention is that, through rapid school improvement, all pupils, irrespective of their background or the challenges they face, make exceptional progress and achieve high attainment across the curriculum, including in EBacc subjects. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal; underpinned by our PARK values, this will ensure that all learners can 'Believe and Achieve'.

The table below 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
Pers eve ran ce	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance, demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils lowers and is closer to national averages; the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced; the percentage of all pupils who are persistently absent decreases and the figure among disadvantaged pupils improves when compared with their peers.
Pers eve ran ce	To achieve and sustain excellent behaviour for all pupils, particularly our disadvantaged pupils.	<p>Sustained excellent behaviour for community and behaviour for learning, demonstrated by:</p> <ul style="list-style-type: none"> the overall sanction rate (Suspension and Permanent Exclusion) for all pupils lowers and is better than local, trust and national averages; the overall sanction rate gap (Suspension and Permanent Exclusion) between disadvantaged pupils and their non-disadvantaged peers is reduced; the percentage of all pupils who are sanctioned (Suspension and Permanent Exclusion) decreases and the figure among disadvantaged pupils improves when compared with their peers. <p>This is achieved through the school-wide embedding of the Ormiston Park Academy Curriculum for Behaviour.</p>
Asp irati on	Improved reading comprehension among disadvantaged pupils across Key Stage 3.	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers will also have

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		<p>recognised this improvement through engagement in lessons, book scrutiny and the findings of the Pupil Book Study.</p> <p>Disadvantaged pupils are able to access Tier 3 vocabulary throughout the curriculum. This allows full access to the curriculum and is explicitly taught in each subject area.</p>
Res pon sibil ity	To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	<p>Sustained high levels of well-being amongst students, demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent/carer surveys and teacher observations; • sustained good attendance by students to school and to lessons; • excellent behaviour and behaviour for learning, through engagement with our Curriculum for Behaviour; • a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils.
Res pon sibil ity	Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Disadvantaged pupils exhibit enhanced behaviour and behaviour for learning, through engagement with our Curriculum for Behaviour.</p> <p>This finding is supported by engagement with learning, attainment and progress rates, as well as by homework and home learning success rates, across all classes and curriculum areas. Impact is also seen through outcomes of Compound Assessments and GCSE results.</p>
Kno wle dge	Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4, with a focus on the impact on the Basics and Attainment 8.	By the end of our current plan, an increased number of disadvantaged pupils will have improved Basics. Key Stage 4 outcomes will demonstrate that the attainment gap between disadvantaged and non-disadvantaged pupils is decreasing.

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Activity for this Academic Year

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Academic outcomes	<ul style="list-style-type: none"> Build-in aspirational target setting to close the gap formed between disadvantaged and non-disadvantaged at Key Stage 4. For the 2025 and 2026 GCSE cohorts, without Key Stage 2 SATs data, we have built aspirational targets based on baseline data from Year 7 Ormiston Park Academy. Pupil Premium students achieve positive attainment outcomes, closer to national and improving when compared with other OAT schools. 	September 2027
Basics and Attainment 8	<ul style="list-style-type: none"> Build-in aspirational target setting to close the gap formed between disadvantaged and non-disadvantaged by the end of Key Stage 4. For the 2025 and 2026 GCSE cohorts, without Key Stage 2 SATs data, we have built aspirational targets based on baseline data from Year 7 Ormiston Park Academy. Pupil Premium students targeted to achieve improved Attainment 8. 2027 data shows improvement in those areas based upon the 2025, 2026 and 2027 end of Key Stage data. 	September 2027
Other	<ul style="list-style-type: none"> Targets set to ensure that all subjects improve when compared with national percentages at Key Stage 4 for Grade 4, 5 and 7. 	September 2027

Teaching priorities for academic year 2024/2025

Measure	Activity
Priority 1	#Knowyourstudents – a whole school agenda that ensures all students and their individual needs are catered for.
Priority 2	Improve the attainment and outcomes of disadvantaged boys to: <ul style="list-style-type: none"> Level the playing field Open doors of opportunity Live our value of Responsibility Mitigate against the disproportionate effect of disadvantage on boys Year 11 - Ranking based on NGRT reading tests and CAT4 GCSE indicators

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	<ul style="list-style-type: none"> Year 10 - Ranking based on NGRT reading tests and CAT4 GCSE indicators Year 9 – Ranking based on Key Stage 2 SATs scores Year 8 – Ranking based on Key Stage 2 SATs scores Year 7 – Ranking based on Key Stage 2 SATs scores
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance (Lead: Susan Gakungu – Assistant Principal) Refining of the Curriculum for Behaviour Access to Extra and Supra Curricular learning opportunities, including cost implications and responsibilities outside of school (e.g. collection of younger siblings) Academic learning habits (these are addressed through our extensive pastoral support programme and Curriculum for Behaviour).

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Promoting literacy across the school. The Ormiston Park Academy Literacy Strategy 2024/2025 provides detail of the strategy to meet the following aims:</p> <ul style="list-style-type: none"> Develop a community of life-long readers who seek to expand their experience, knowledge and skills in a safe, secure, respectful and inclusive environment where all readers are encouraged and expected to participate and express themselves; Develop pupils' confidence, their appreciation of reading and their skills to read with independence, clarity and prosody; Explicitly teach strategies for learning, reading, writing, grammar, vocabulary and spoken English and communication; Develop staff as 'active' readers who read with fluency and prosody to enhance the comprehension of all learners; Provide opportunities to enhance and extend the literacy skills developed by learners at Key Stage 2; Enable pupils to reach age related expectations for English and literacy by the end of Key Stage 3; Develop and embed skills related to the programmes of study for Key Stage 3 English; Provide an intervention programme that primarily targets Key Stage 3 pupils who lack the essential reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum. Through this programme, continue to close gaps and compensate for the consequences of the 2020 and 2021 national school closures. <p>This is a strategy that is informed by the EEF research <i>Improving Literacy in Secondary Schools</i>.</p>
Priority 2	<p>a) Improve the quality of the curriculum and ensure the Ormiston Park Academy Teaching Essentials are fully embedded. The focus are teaching standards 5 and 6:</p> <p>5. Adapt teaching to respond to the strengths and needs of all pupils:</p> <ul style="list-style-type: none"> - know when and how to scaffold appropriately, using approaches which enable pupils to be taught effectively;

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	<ul style="list-style-type: none"> - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these; - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development; - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. <p>6 Make accurate and productive use of assessment:</p> <ul style="list-style-type: none"> - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; - make use of formative and summative assessment to secure pupils' progress; - use relevant data to monitor progress, set targets, and plan subsequent lessons; - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. <p>b) Where Disadvantaged students are also SEND, we will adopt the EEF's 'Five a Day' strategy https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p> <p>The five specific approaches are:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible scaffolding • Using technology <p>As with Quality First Teaching, these are approaches that will benefit all students.</p> <p>c) Ensure that all post holders strive to embed our Curriculum for all through:</p> <ul style="list-style-type: none"> • Effective response to SEND need, through the use of scaffolding, modelling and the expertise and support of additional adults in the classroom; • Effective use of EAL strategies, including visual aids, key terminology, technology and the use of the expertise and support of additional adults in the classroom.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Access to the curriculum is limited if students cannot access key texts and content. • Access to the curriculum is limited if excellent behaviour for learning is not embedded and consistent across all curriculum. • Access to Extra and Supra Curricular learning opportunities and the Personal Development curriculum. • Academic learning habits (these are addressed through our pastoral support programme).

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Wider strategies for current academic year

Measure	Activity
Priority 1	Improving the Personal Development offer at Ormiston Park Academy. Identify and continue to implement programmes of extra-curricular, and supra-curricular activities and career advice to enrich the learning of our students (including meeting the Gatsby Benchmarks).
Priority 2	Ensure that the Personal Development offer at Ormiston Park Academy improves. Build the cultural capital of our students.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Impact of the current cost of living crisis. • Impact of disadvantage on the growth of cultural literacy. • Parental engagement for disadvantaged learners.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching – Embed a culture of Stretch for All (through quality first teaching)	Ensure wider leadership capacity (through distributive leadership) to monitor and implement Pupil Premium Strategy across the school.	Culture of quality first teaching. Provision for challenge for all, including disadvantaged. Focus on challenge and scaffolded support (through toolkits) to improve outcomes for disadvantaged boys. Stretch and challenge for academically able pupils from disadvantaged backgrounds. These are most at risk of under-performing and should receive just as much focus as less academically able pupils.
Targeted support	Understanding cohorts and their individual needs- #Knowyourstudents	Leaders deliver targeted curricular, extra-curricular and supra-curricular support to ensure accelerated progress.
Wider strategies	Identifying and overcoming the barriers to	Working closely with external agencies to ensure strategies with

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	learning for disadvantaged learners, including LAC and Young Carers.	disadvantaged students are grounded in the wider school improvement strategy and provide a supportive experience for all. Disseminate information to key staff so that strategies can be effective and impactful.
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Pupil Premium Expenditure 2024/2025

Ormiston Park Academy is proud of our diverse community and strive for a fully inclusive culture, derived through our P.A.R.K values. Our strategy for use of Pupil Premium funding is responsive to a wide range of risk factors relating to the impact of disadvantage on student outcomes, progress and experience. We recognise the importance of quality first teaching, alongside outstanding pastoral support to raise achievement and engagement in learning.

With this in mind, we adopt a multi-strand approach to secure positive outcomes for all our students, including those deemed disadvantaged.

Review of outcomes in the previous academic year (2023/2024)

The accompanying Pupil Premium Impact Review (2023/2024) provides an analysis of the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

The Pupil Premium Impact Review is published on the Ormiston Park Academy school website.