

Ormiston Park Academy

Pupil premium strategy statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	596 As of 2 nd October 2025,
Proportion (%) of pupil premium eligible pupils	36.3%
Academic years that our current Pupil Premium Strategy Plan covers	September 2025-July 2028
Ormiston Park Academy employs a three-year strategic plan and publishes an updated statement each academic year	
Date this statement was published	19 th December 2025
Date on which it will be reviewed	Review: December 2026 Mid-term reviews: 9th February 2026 23rd March 2026 18th May 2026 13th July 2026 End review: July 2028
Statement authorised by	Munira Said, Principal Jodie Hassan, Executive Principal
Pupil premium lead	Humayun Rashid, Vice Principal
Governor / Trustee lead	Aron Whiles-IAB Chair

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£265,435

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Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Park Academy, the Pupil Premium Grant is a vital resource aimed at addressing the educational challenges faced by disadvantaged students, ensuring they have access to high-quality teaching and support. Our strategy, aligned with the Education Endowment Foundation's evidence-based approach, focuses on three key areas: enhancing teaching quality through professional development, providing targeted academic support, and tackling non-academic barriers such as attendance, behaviour and social-emotional well-being.

We prioritise all learners' progress, including high-attaining disadvantaged pupils, and aim to close the disadvantage gap. Our approach is rooted in robust research and is integrated into broader school improvement priorities, with a strong emphasis on early intervention, whole-school responsibility, and fostering a culture of Perseverance, Aspiration, Responsibility and Knowledge. Ultimately, our goal is to ensure that all pupils, regardless of background, achieve their full potential.

It is our mission to ensure that students' feel a sense of belonging and have all the resources that will enable them to succeed in life. This is central to our ethos—that all members of our community should be encouraged to 'Believe and Achieve'.

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Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>At Ormiston Park Academy, we are committed to improving the attendance of our students, recognising that consistent attendance is crucial for their academic success. Nationally, attendance remains a significant barrier for disadvantaged pupils, with DfE figures showing that secondary students eligible for Free School Meals have substantially higher absence rates than their peers.</p> <p>Nationally, absenteeism, persistent absence rates and severe absenteeism have risen sharply, disproportionately affecting disadvantaged learners and contributing to attainment gaps at GCSE, particularly when compared with more economically advantaged classmates. These attendance disparities reflect broader socio-economic challenges and underline the importance of targeted strategies within the Pupil Premium Strategy Plan to close engagement and achievement gaps.</p> <p>Whilst whole-school attendance at Ormiston Park Academy is below national average, there has been a significant upturn in overall attendance between 2023/24 and 2024/25 (from 85.8% to 89.1%) These data show the most improvement for students eligible for free school meals (FSM), whose attendance improved by 4.9% to 84.3%*. Despite these improvements, figures are currently still below national and remain a key focus for improvement.</p> <p>As such, we continue with strategies to address the root causes of absenteeism and we are confident that we can significantly improve attendance rates, thereby enabling all our disadvantaged pupils to make consistent progress and achieve their full potential.</p> <p><small>*Data derived from DfE Attendance and Summary Report</small></p>

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Reading and Oracy

At Ormiston Park Academy, we are committed to improving the reading and oracy skills of our students, recognising that these are essential for academic achievement and long-term success.

Year	% of tested students with NGRT score which is one or more years lower than expected
7	54%
8	45%
9	37%
10	33%
11	50%

NGRT data shows that all students in Years 7 to 11 have significantly lower reading ages than expected. This is particularly prevalent amongst our disadvantaged students. These students face challenges in reading comprehension and vocabulary acquisition, which impacts their progress across all subjects.

We also know that oracy plays a crucial role in learning, yet many of our disadvantaged pupils have fewer opportunities to develop these skills outside of school. To address these challenges, we are focusing on building a schoolwide culture of reading for pleasure, expanding vocabulary through the Lexonik programme, and enhancing oracy through targeted interventions.

To access Key Stage 4 assessments, pupils are expected to have a reading age of 15-years or above. If reading ages are below this benchmark in Key Stage 4, students need additional support and intervention to ensure they can access the language in the examination papers used to validate academic success. This includes recognising and being able to demonstrate the command words in GCSE questions. To meet this challenge, we must effectively target the reading deficit at Key Stage 3 and 4. Children will face challenges if entering their GCSE years unable to access reading material which will be further disadvantaged.

Our Lexonik approach is designed to accelerate vocabulary development, giving students the tools they need to access the full curriculum, particularly in reading comprehension and exam performance. Alongside this, we are ensuring that every pupil becomes a robust reader, developing the skills to read fluently, independently, and with deep understanding. Our approach includes one-to-one tutoring, small group interventions, dedicated reading

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	<p>time, and structured speaking opportunities that allow students to practice and build their oracy skills.</p>
3	<p>The GCSE attainment</p> <p>At Ormiston Park Academy, we are committed to ensuring that all our disadvantaged pupils achieve their best possible outcomes at GCSE. Our data shows that, while many disadvantaged students make good progress, there is still a gap in attainment compared to their peers, with particularly concerning outcomes for those from lower socio-economic backgrounds.</p> <p>Nationally, disadvantaged pupils face significant challenges in achieving strong GCSE outcomes, with DfE data showing that they consistently underperform compared with their non-disadvantaged peers. In 2024/2025, 43.5% of disadvantaged students nationally achieved a standard pass (grade 4 or above) in both English and maths, compared with 72.7% of non-disadvantaged pupils, leaving a gap of 29.2% nationally at this key qualification stage. The gap at Ormiston Park Academy is higher than national and represents a significant challenge for our disadvantaged students.</p> <p>The Attainment 8 gap (which reflects average performance across eight subjects) also remains wide nationally at around 15.4 points (34.9 points Attainment 8 for disadvantaged students nationally and 50.3 points for non-disadvantaged students nationally). The gap at Ormiston Park Academy is higher than national but is showing a narrowing gap trend.</p> <p>These disparities not only reflect the impacts of socio-economic factors on educational engagement and opportunities, but also contribute to longer-term inequalities in post-16 destinations, employment and higher education progression. This is a challenge that we must address.</p> <p>To address this, we are focusing on providing targeted academic support, including one-to-one tuition, small group interventions, and additional revision resources, to ensure that every Pupil Premium student is equipped to succeed. We are also enhancing our approach to teaching and learning to ensure that all pupils, regardless of background, have access to the highest-quality instruction and the support they need to excel in their GCSEs. By working closely with families, providing timely interventions, and maintaining high expectations for all, we are determined to close the attainment gap and support our disadvantaged students in achieving their full potential.</p>

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4	<p>Belonging and Connection</p> <p>At Ormiston Park Academy, we are committed to fostering a positive and inclusive school culture where all students feel valued and connected to the school community. However, we recognise that some students, particularly from our disadvantaged pupils, may not always feel a strong sense of belonging or engagement with the school. When students do not feel connected to their school or supported by their teachers, it can create significant barriers to their social, emotional, and academic success. This sense of disconnection can also impact attendance and overall well-being.</p> <p>We pride ourselves on our positive ethos ('Believe and Achieve'), supported by our PARK values (Perseverance, Aspiration, Responsibility and Knowledge) which help to ensure that all members of our community can thrive. Our ethos and values are at the centre of the school's character.</p> <p>Disadvantaged pupils are disproportionately affected when they do not feel they belong or have a strong connection with their school, resulting in further barriers to social and academic success. National data from the DfE's 'Pupil Experiences in School' survey highlights that pupils eligible for Free School Meals report lower levels of school belonging compared with their non-disadvantaged peers: in May 2025, 61% of FSM pupils nationally said they feel they belong at school most or every day, compared with 72 % of non-FSM pupils. This significant gap in a core aspect of pupil experience is important because a strong sense of belonging is linked to higher motivation, better attendance and engagement with learning, while a weaker sense of belonging is associated with increased disengagement and the risk of absence and under-achievement. Disadvantaged pupils, therefore, are more likely to feel less connected to school life and the school community, exacerbating wider inequalities in attendance, wellbeing and attainment.</p> <p>We also recognise attendance is affected when pupils have low self-esteem: a sense of belonging, connection and positive relationships are what make pupils flourish at school.</p> <p>We understand that building strong relationships and a sense of belonging is crucial for students to thrive academically and personally. To address this challenge, we are focusing on initiatives that strengthen pupils' connection to the school, enhance their sense of self-worth, and encourage positive relationships with peers and staff. By fostering a culture of belonging and valuing every individual, we aim to remove barriers to success and support our disadvantaged pupils in achieving their full potential.</p>
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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
To create a culture where all students, including those of disadvantage, want to attend school because they know attending Ormiston Park Academy every day will give them the tools and support to succeed in life.	Reduction in the number of disadvantaged students becoming a child of persistent absence. Improving attendance rate for disadvantaged children with more moving into bands 1 and 2. (DFE banding tools) Fewer disadvantaged students continuing the trend of persistent absence throughout their school journey.
All students to become fluent and confident readers, accessing reading across their curriculum diet.	Fewer students finishing KS3 and entering KS4 with poor literacy. Assessment and testing will show an improvement in literacy levels for disadvantaged students as a result of both the whole-school and targeted reading interventions.
GCSE attainment improves which, in turn, also improves students' overall Progress 8 and Attainment 8 achievement resulting in pupils having a greater range of choices for their future next steps.	KS4 results in summer 2026 and 2027 demonstrate improved outcomes for disadvantaged pupils. Residuals between subjects are less extreme with a greater number of disadvantaged pupils meeting or beating their target grades.
To create an inclusive culture so that every child feels a sense of belonging and connection to Ormiston Park by using strength-based discourse.	Student voice surveys demonstrate pupils' feel valued and part of our community. Staff communication highlights pupils' strengths resulting in pupils having greater agency

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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £152,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment initiative to develop middle leadership and create an increasing number of high-quality teachers.	Recruitment initiative to expand and develop middle leaders to enable the senior team to spend more time and resource on quality assurance mechanisms, coaching and deliberate practice. This cyclical approach will ensure that the quality of teaching and consistency in pedagogical expectations is front and centre.	3
Curriculum CPD for all teaching and support staff. Consistency of pedagogy, throughout the school, where routines and expectations are adhered to.	The Ormiston Trust approach supports the EEF's guidance reports on the core components of great teaching. Staff are taught instructional routines as aspects of their practice that will support students to thrive. The routines allow teachers and students to think less about the process of learning and more about the content of the curriculum. The approach includes: Retrieval practice Explanation and exposition Explicit vocabulary instruction Quality modelling and scaffolding Prosodic reading Thinking hard Checking for understanding Precision questioning At Ormiston Park we prioritise Explicit Vocabulary Instruction and disciplinary literacy which is	3

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	<p>underpinned by research from Engelmann and Rosenshine. CPD is linked to EEF's guidance reports such as 'Improving Secondary Literacy'</p>	
Get Every Student Reading Programme and Tutor Time Reading Programme	<p>Our TTRP during registration addresses the reading gap beyond small group intervention. The programme offers an opportunity to support all readers regularly and empowers readers, as opposed to simply promoting reading for pleasure. we have also introduced initiatives such as Friday P5 Drop and Read, where students read for 15 minutes each week at the start of the lesson.</p> <p>These approaches ensure all students receive high-quality reading instruction as a fundamental part of their reading experience. The rigour and structure of the programme also support teachers in embedding the habits learnt from the Getting Every Student Reading CPD that underpins the pedagogical approaches.</p>	2

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in the bottom 20% of their cohort for their expected chronological reading age are targeted for specific interventions. Pupils with low reading age have been	<p>KS2, baseline, NGRT and milestone assessment data (reading, writing and language acquisition) have been collated and analysed to devise a target list of students for reading intervention.</p> <p>Alex Quigley's <i>Closing the Vocabulary Gap</i> outlines how</p>	2

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selected for support using Lexonik	<p>addressing the barrier or acquiring and reading skills improves students both academically and socially.</p> <p>Lexonik has been proven effective in supporting secondary school pupils who struggle with decoding and reading fluency. Evidence shows that pupils participating in Lexonik make significant progress, with many increasing their reading age by 18 months to 2 years. This boost in literacy not only enhances their ability to access the curriculum but also contributes to better academic achievement overall. Schools using the programme have reported strong gains in both reading skills and student confidence.</p>	
LSME Maths Project	<p>We know that one-to-one tuition is highly effective in improving student outcomes. Research from the Education Endowment Foundation (EEF) shows that one-to-one tutoring can lead to an average of +5 months' progress for students. Starting next week, 10 students will receive weekly one-to-one tuition from expert tutors at the London School of Management Education. This personalised support is designed to address individual learning needs, boost confidence, and accelerate progress, particularly for those who need additional help to catch up academically.</p>	3
Extended Learning Sessions	<p>Extended learning sessions, particularly those focused on core subjects like Maths, English, and Science, have been shown to boost student outcomes, especially for disadvantaged pupils. Research from the</p>	3, 1

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	<p>Education Endowment Foundation (EEF) suggests that additional learning time outside regular lessons can lead to significant academic progress. For our Year 11 Pupil Premium students, targeted sessions during P0 + P6 have not only increased attendance (above 80%) but also contributed to improved mock exam and GCSE outcomes, helping close the attainment gap.</p>	
Teacher Prioritisation	<p>Teacher prioritisation, where Pupil Premium (PP) students are identified in seating plans and receive targeted questioning and feedback, has been shown to improve engagement and progress. Evidence from the Education Endowment Foundation (EEF) indicates that high-quality feedback and active questioning are effective strategies for improving student outcomes, with feedback leading to an average of +8 months' progress. By focusing on PP students through these strategies, teachers can ensure more personalised support, leading to increased engagement and progress, enabling PP students to perform in line with their peers.</p>	3, 4
Year 11 Raising Achievement Programme	<p>Raising attainment meetings will incorporate the development of targeted strategies to support disadvantaged students. These meetings, held between senior leaders, focus on identifying, monitoring, and implementing specific interventions for disadvantaged pupils. Data is used to identify and address barriers to learning.</p>	3, 2

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	<p>For example, higher prior-attaining pupils may have strong ambition but lack the agency needed to achieve the highest grades. Middle prior attainers may be less confident about their future pathways and therefore require a more bespoke programme of support.</p> <p>.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Remove uniform and equipment barriers to disadvantaged pupils attending school.	Using the government's Multi-Deprivation Index (MDI) tool we have gained a better understanding of additional challenges facing our disadvantaged pupils.	1 and 4
Revision Resources	essential revision materials, we are equipping them with the tools they need to succeed in their exams, helping to level the playing field and improve academic achievement.	3, 4
Enrichment programmes	Enrichment programmes play a key role in supporting Pupil Premium students by providing opportunities to develop skills outside the classroom, build confidence, and increase engagement. Research shows that participation in extracurricular activities can lead to improved academic performance, particularly for disadvantaged students, by fostering a sense of belonging and personal growth. These programmes help	3 and 4

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	close the achievement gap by offering tailored experiences that enhance social, emotional, and cognitive development, giving PP students the opportunity to thrive both academically and personally.	
Careers programme	strong careers programme can have a significant impact on Pupil Premium students by helping them develop clear aspirations and understand the pathways available to them. Evidence shows that high-quality careers guidance can improve motivation and outcomes, particularly for disadvantaged students, by providing them with the knowledge and skills needed to make informed decisions about their future. By offering targeted support, including mentoring, work experience, and exposure to various career options, we can empower PP students to set ambitious goals and increase their chances of success beyond school.	3, 1, 4

Total budgeted cost: £ 265500

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

School Overview

School name	Ormiston Park Academy
Pupils in school	Total number of students: 675
Proportion of disadvantaged pupils	37%
Pupil Premium allocation this academic year	Pupil Premium eligible: £274,050
Recovery Premium Funding Allocation	£0
Total Budget for 2024/2025 Academic Year	£274,050
Academic year covered by statement	2024/2025

Disadvantaged pupil performance overview from published league tables (2024/25)

Attainment 8	29.7
EBacc entry	10%
Percentage of Grade 5+ in English and maths	12%

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Measure	Ormiston Park Academy All Students	National All Students ¹	Ormiston Park Academy Disadvantaged Students	National Disadvantaged Students
Attainment 8	37.5	45.9	29.7	34.9
EBacc entry	11.8%	40.4%	10%	27.7%
Percentage of Grade 5+ in English and maths	28.3%	45.2%	12%	25%

Reporting the Impact of Pupil Premium 2023/2024

Strategy aims for disadvantaged pupils

Aim	Target	Impact review				
Attainment 8	Improve KS4 attainment gap	The attainment 8 Gap decreased slightly from 8.2 to 7.8.				
			2023/2024	2024/2025		
			All	Disadvantaged	All	Disadvantaged
		Attainment 8	36.00	27.8	37.5	29.7
		Gap	8.2		7.8	
		Grade 4+ English & maths	51.4%	40%	47.2%	28%
		Gap	11.4%		19.2%	
Improved Literacy	Improve Literacy across KS3 & 4	There has been a clear improvement in literacy for all students who received support through the Lexonik intervention, with a particularly positive impact on Pupil Premium (PP) students. Of the 135 students targeted, 97 students participated in Lexonik, and 35 of those were PP students. The average literacy gain for PP students was 38.57 months, slightly surpassing the 37.64 months gained by non-PP students, showing a small but meaningful improvement of 0.93 months. Further analysis revealed that PP girls made significant progress, with an average gain of 44.75 months, compared to 33.36 months for PP boys, indicating a larger benefit for PP girls. Despite challenges like absenteeism and student movement—where some students were unable to participate or left before completing testing—the program still had a strong positive impact on PP students, supporting their literacy development and contributing to their overall academic progress.				

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Improved behaviour	Reduced number of suspensions overall for PP students by 50% Reduce negative behaviour points from 40% to 30%	The suspension rate for Pupil Premium (PP) students has experienced a significant drop, falling from 254 in 2023-24 to just 45 in 2024-25, representing an impressive reduction of approximately 82.7%. This sharp decrease reflects the success of interventions and strategies aimed at improving student conduct. Similarly, negative behaviour points have seen a massive reduction, plummeting from 15,625 in 2023-24 to 7,025 in 2024-25—a decrease of about 55.1%. This substantial drop in behaviour points highlights the effectiveness of the ongoing efforts to address behavioural issues, indicating a positive shift in student engagement and behaviour management. These improvements suggest that the school's initiatives are yielding positive results, creating a more positive and focused learning environment for Pupil Premium students.
Improved attendance	Improved attendance	Whilst whole-school attendance at Ormiston Park Academy is below national average, there has been a significant upturn in overall attendance between 2023/24 and 2024/25 (from 85.8% to 89.1%) These data show the most improvement for students eligible for free school meals (FSM), whose attendance improve by 4.9% to 84.3%*. Despite these improvements, figures are currently still below national and remain a key focus for improvement. Data from the current school year suggests that the upward trend is continues. *Data derived from DfE Attendance and Summary Report

Attainment Impact

Pupil Premium (PP) students have outperformed their non-PP peers in several key subjects, particularly in terms of the percentage of students achieving a grade 4 or above. It highlights a significant achievement for PP students in specific subjects.

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Subject	Impact
Biology	PP students in Biology achieved a 75% success rate for grades 4 and above, outperforming their non-PP counterparts, who achieved 66.7%. This resulted in a gap of 8.3%, and PP students also had a higher average point score (4.5) compared to non-PP students (3.67). The positive performance of PP students in Biology is notable, especially as the subject is known for its rigorous content.
Computer Science	In Computer Science, PP students achieved 66.7% at grade 4 or above, outperforming non-PP students, who achieved 61.5%. While the gap is smaller in comparison to Biology (5.2%), the higher percentage of PP students achieving a grade 4 demonstrates that targeted support in this subject has had a tangible effect on their academic success. Interestingly, non-PP students achieved a slightly higher average points score (4.54) compared to PP students (3.5), but the overall percentage success rate for PP students shows a positive trend.
Physics	PP students in Physics achieved 50% at grade 4 or above, compared to 33.3% for non-PP students, marking a 16.7% gap in favour of PP students. Furthermore, PP students had a higher average point score (3.5) than non-PP students (3.0). This suggests that, despite the challenges often associated with Physics as a subject, PP students are performing better overall, possibly benefiting from additional support or intervention strategies.
Engineering (NCFE L1/2 Tech Award)	PP students in Engineering achieved 83.3% at the top grades (D2* - M1), surpassing non-PP students, who achieved 73.3%. This shows a 10% advantage for PP students in this vocational subject, highlighting the effectiveness of vocational pathways in providing PP students with opportunities to excel.

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iMedia (OCR L1/2 Cam Nat)	In iMedia, PP students performed exceptionally well, achieving a 100% success rate for the D2* - M1 grades, compared to 83.3% for non-PP students. This 16.7% gap reflects the positive impact of iMedia as a subject choice for PP students, who have clearly benefitted from both the curriculum and support provided.
Performing Arts (WJEC L1/2 Voc Award)	PP students in Performing Arts also outperformed their non-PP peers, achieving 100% success in D2* - D1 grades, while non-PP students achieved 85.7%. The 14.3% gap, coupled with a higher residual score (2.43 vs 1.95), further supports the notion that PP students are excelling in this creative subject.

Conclusion

These results highlight the success of PP students across a range of GCSE and vocational subjects, where they consistently outperform their non-PP peers in terms of achieving grade 4 or above. While the gap is particularly significant in subjects like Physics and iMedia, the overall trend is positive, suggesting that the support and interventions provided to PP students are making a meaningful difference to their academic outcomes.

The evidence shows that PP students are not only closing the gap but, in some cases, are achieving better results than their peers, highlighting the importance of continued investment in their education.