

Pupil premium strategy statement – Ormiston NEW 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1069
Proportion (%) of pupil premium eligible pupils	50.1 (April 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023 to 2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Craig Cooling, Principal
Pupil premium lead	Mrs Rebecca Warner, Senior Vice Principal
Governor / Trustee lead	Hayley Guest, Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£571,820
Recovery premium funding allocation this academic year	Nil – This funding stream ended 31/08/24
Pupil premium funding carried forward from previous years	Nil
Total budget for this academic year	£571,820

Part A: Pupil premium strategy plan

Statement of intent

Our mission at Ormiston NEW Academy is for all children to achieve regardless of background or the challenges they face, make good progress, are happy and display character traits which will enable them to be successful. This is our ambition for all children regardless of whether they are disadvantaged or not.

We will use the funding provided to achieve the following:

- Pupil progress of disadvantaged students improves to become in line with national averages.
- Pupil attainment of disadvantaged students improves to become in line with national averages.
- The proportion of disadvantaged students leaving the academy with grades 5+ in English and mathematics improves to become in line with national averages.
- The proportion of disadvantaged students studying and passing the Ebacc improves over time.
- The attendance to the academy of disadvantaged students improves to 95% by 2023.

The key principles of our strategy plan are:

- The use of research-based evidence to direct our actions and spending to achieve the best outcomes.
- That there will be 'hidden' disadvantaged students amongst our academy population who will also benefit from these strategies.
- Any strategy implemented will not over burden staff workload and will be effective for students and staff alike.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged students to the academy sits around 6.8% lower than attendance of non-disadvantaged students.
2	Disadvantaged students have more significant gaps in their knowledge than disadvantaged students.
3	Conduct of disadvantaged students around the academy site, exclusion rate for disadvantaged students is more than double that of non-disadvantaged students.
4	Training of staff to ensure that issues are quickly identified, assessment of student progress is accurate and robust and that gaps in knowledge are identified and addressed.
5	Engagement of the parents of disadvantaged students who are less likely to communicate with the academy.
6	Our disadvantaged students make less academic progress than our non-disadvantaged students.
7	The reading ages of our disadvantaged students are significantly below their chronological age

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
Academy attendance is 95% by 2026 and there is no discernible difference between the attendance of disadvantaged and non-disadvantaged students.	Disadvantaged students attend school as much as their peers. All students attend school more regularly to ensure that gaps in student knowledge do not widen as a result of absence from lessons.
The academy is calm and ordered and the conduct of disadvantaged students does not hold back their academic progress.	Behaviour points, FTEs and PEXs are reduced across the academy, and disadvantaged students do not receive any more than non-disadvantaged students.

Assessment is a part of everyday practice at the academy through teacher strategies in all parts of the lesson.	Teachers use the information gathered during daily, formative, in-class assessment methods to ensure that disadvantaged students make better progress, particularly in core and Ebacc subjects.
An effective PSHE programme including character development is delivered through extended tutor time which supports all students to develop skills and attributes that help them to stay healthy, safe and prepare them for life and work in modern Britain.	Through termly review and evaluation it is determined that the PSHE curriculum is well planned and delivers effective outcomes for our students, making use of external resources and practitioners where appropriate to engage all learners.
Academic interventions are delivered by classroom teachers, learning support assistants, HLTA, tutors and academic mentors, particularly in core and Ebacc subjects, that narrow the gap between the progress of disadvantaged and nondisadvantaged students, whilst ultimately improving the progress of all.	Data drops demonstrate all students making better progress over time, with the gap narrowing between the performance of disadvantaged and non-disadvantaged students, particularly in mathematics and Ebacc subjects.
More parents actively engage with the academy about their child's successes and academic progress so that they are involved in their child's learning and support them both at home, and by encouraging high attendance, to make the most progress possible.	Attendance at parents' evenings and parental information evenings increases over time. More parents engage with the academy using the EduLink app, giving them up to date information on their child. The academy report to parents their child's academic progress three times per year, and as a result the parents of all students engage in their learning, improving outcomes for all.
A quality CPD programme across the academy ensures that quality first teaching is experienced by all students in all subject areas, enabling them to make the best progress possible. This CPD programme includes coaching, mentoring, whole and specific staff training and the use of Steplab to further grow the coaching culture.	Teachers are informed of, and fully trained in, best practice and use this every day in lessons which ensures that all students have similar learning experiences, make better progress and the gap narrows between disadvantaged and non-disadvantaged students.

Students will find reading more accessible through our reading programme, which will improve their reading ability, closing the gap between disadvantaged and non-disadvantaged students, allowing students to access all reading material confidently in their futures and improving progress across all subjects.	<p>The year group average reading age will increase to be in line with the students' chronological age, ensuring that disadvantaged students' reading age is in line with their peers.</p> <p>All teachers will be trained to support with the teaching of reading, with reading being a key feature of curriculums for most subjects.</p> <p>Reading intervention will be timely with demonstrable progress.</p>
All students will experience more praise and reward than sanction, praising their successes and motivating them to want to attend school, work hard, be proud and do well.	The number of achievement points awarded will significantly increase with the ratio of achievement points to behaviour points awarded being 2:1. This will be the same for all students regardless of their disadvantaged status.

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: **£400,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are trained in formative assessment techniques during all four parts of the lesson, to include live marking, questioning techniques and further development of the No Opt Out strategy.	The EEF Toolkit suggests that the provision of high quality feedback can lead to an average of eight additional months progress over the course of a year.	2, 4 and 6

A targeted, differentiated CPD approach for teachers at different stages of their career is embedded to ensure quality first teaching for all. All teachers new to the academy are trained by the Principal in strategies relating to teaching and specifically the 4-part lesson.	Quality first teaching is the most important factor in students making better progress.	1, 2, 3, 4 and 6
A targeted, effective PSHE and character programme is embedded with a new PSHE curriculum taught by trained tutors in extended tutor time for 2023-24 which embeds social and emotional learning interventions where required.	EEF evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 2, 3, 4 and 6.
Our reading programme will be launched with all key stage 3 students reading at the start of lesson 1 and lesson 2 each day. English teachers and form tutors will be trained to deliver this session to create maximum impact.	EEF reading comprehension strategies report suggests that explicitly teaching reading skills can lead to up to an average of six months additional progress over the course of a year.	7
A lead teacher and HLTA will be trained to deliver an age-appropriate phonics programme and deliver CPD on how all teachers can support the weakest readers.	<p>The EEF suggests that whilst there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age.</p> <p>If an older reader is struggling with decoding, phonics approaches will still be appropriate and can lead to an average of 5 months additional progress across a year.</p>	7

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

Budgeted cost: **£119,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic interventions/tuition are delivered by classroom teachers, trainee teachers, learning support assistants, HLTAs and academic mentors to all key stages.	Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.	1, 2, 3 and 6
The use of subject specific academic coaches to provide targeted support for disadvantaged students in core departments.	Evidence suggests that domain specific support by experts when targeted to specific need and delivered in smaller groups helps students catch up and keep up.	2, 4 and 6
Reading intervention through Lexia and guided reading sessions for the weakest readers in each year group, closing the gap between disadvantaged and nondisadvantaged students.	EEF reading comprehension report suggests that small group intervention on reading for meaning and phonics can make an average of 6 months additional progress over the course of a year.	7

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reorganisation of the attendance team, to include a new team leader and recruitment of further attendance staff, to ensure that daily attendance is tracked closely and interventions are timely with increased home visits to the community.	The EEF state that non-academic interventions, such as improving pupils' attendance are vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.	1, 2 and 6
Steps are taken to intervene with repeat offenders of poor behaviour. Greater use is made of support networks with other schools to provide respite, and alternative provision short-term placements to avoid permanent exclusions. Further work with external agencies to source support for vulnerable students.	The proportion of disadvantaged students in receipt of FTEs, internal exclusions and P-Exs is greater than nondisadvantaged students, as well as those at risk of the above.	1, 2, 3 and 6
EduLink app is used to communicate regularly with parents about achievements, attendance, punctuality, behaviour and academic progress.	The EEF found that parental engagement has a positive impact on average of 4 months' additional progress.	1, 2, 3, 5 and 6

Total budgeted cost: £619,344

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Progress to Date
Academy attendance is 95% by 2026 and there is no discernible difference between the attendance of disadvantaged and non-disadvantaged students.	Not yet achieved, attendance at end of 2024 at 89.6%. However, disadvantaged students were only 1.87% lower in attendance than non-disadvantaged at 87.73% which means the gap has significantly narrowed since 2022-23.
The academy is calm and ordered and the conduct of disadvantaged students does not hold back their academic progress.	The academy is calm, controlled and ordered. The Academy has been recognised as a model for routines, order and consistency regarding culture and behaviour. However, the FTE rate is still higher for disadvantaged students than non-disadvantaged (14:1).
Assessment is a part of everyday practice at the academy through teacher strategies in all parts of the lesson.	A new key stage 3 assessment model has been launched in September 2024 which aims to provide more quantitative data leading to better quality intervention. All departments will now produce question level analysis of key stage 3 assessments twice a year enabling them to identify and address gaps in learning with precision. Parents will now be reported to twice a year rather than once and will therefore be able to be more engaged with their child's learning and assessment. The assessment calendar has been shared with parents alongside revision mats that enable them to help support their child with their revision. The impact of this will be reviewed in September 2025.

<p>An effective PSHE programme is delivered through tutor time which supports all students to develop skills and attributes that help them to stay healthy, safe and prepare them for life and work in modern Britain.</p>	<p>In 2023/24 more time was allocated to PSHE in the curriculum offer, with students spending 3 hours per week with their form tutor. This has allowed more time for an in depth and comprehensive daily study of PSHE, citizenship, personal development and careers. The next step is improving the quality of this delivery and ensuring it is consistent across all staff.</p>
<p>Academic interventions are delivered by classroom teachers, learning support assistants, HLTAs, tutors and academic mentors, particularly in core and Ebacc subjects, that narrow the gap between the progress of disadvantaged and non-disadvantaged students, whilst ultimately improving the progress of all.</p>	<p>Provisional results indicate that the progress of disadvantaged students in the 2024 cohort was -0.32 compared to -0.91 in the previous academic year. This is really pleasing and is as a direct result of the improved attendance of this cohort of students. Progress for non-disadvantaged students was -0.26 giving a gap in progress between these two groups of only 0.06.</p>
<p>More parents actively engage with the academy about their child's successes and academic progress so that they are involved in their child's learning and support them both at home, and by encouraging high attendance, to make the most progress possible.</p>	<p>Parental engagement remains low through parent view, although there are now enough respondents for the results to be viewable on the OFSTED website. Attendance to parents' evenings remains constant at around 50% still, regardless of the year group. A wider range of methods was employed in 2023-24 to garner engagement from parents and get their feedback. The parent survey has been shared more frequently with parents and feedback has been largely positive. The launch of the academy rewards system was a huge success and this involved rewards for the whole family. In the year 2024-25 there will now be a half termly newsletter sent to parents which will engage them in celebrating student successes and finding out what's happening at the academy. Included with this will be a link to the parent survey which will hopefully lead to more of these being completed. Furthermore, parents will now receive an assessment calendar for the year detailing when their child will be taking assessments and what topics will be included so they can support their child with their learning.</p>

<p>A quality CPD programme across the academy ensures that quality first teaching is experienced by all students in all subject areas, enabling them to make the best progress possible.</p>	<p>CPD at the academy during 2023-24 was simple, bespoke to the individual and focussed around the 4-part lesson. Actively engaged students are daily receiving expertise driven teaching. The focus for 2024-25 needs to be on live feedback driving progress and this be evident in learning and climate walks as well as book trawls. In 2024-25 there is now a trust wide teaching and learning strategy, developing shared practice amongst the academies. The focus in the autumn term will be around teacher routines for live marking. Moving forward the foci will respond to the needs of staff.</p>
<p>Students will find reading more accessible through our reading programme, which will improve their reading ability, closing the gap between disadvantaged and non-disadvantaged students, allowing students to access all reading material confidently in their futures and improving progress across all subjects.</p>	<p>Reading ages across the academy are improving but are still on average below chronological age. In 2023-24 the academy launched the FUR reading programme ensuring that all key stage 3 students were reading at the start of lesson 1 and 2 each day. In 2024-25 this will continue, but the academy will also be using the Lexonik Leap and the Lexonik Advance programmes to rapidly improve students decoding and reading skills. This will initially focus on year 11 students and then move onto year 10 disadvantaged students as a priority.</p>

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

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.