

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	1109
Proportion (%) of pupil premium eligible pupils	53.2% (April 2025)
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	November 2025
Date on which it will be reviewed	September 2026
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	£673,510
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	£673,510

Part A: Pupil premium strategy plan

Statement of intent

Our mission at Ormiston NEW Academy is for all children to achieve their potential. We want our students to make good academic progress, be 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:

- Progress of disadvantaged students improves to be in line with national averages.
- Attainment of disadvantaged students improves to be in line with national averages.
- The proportion of disadvantaged students leaving the academy with grades 5+ in English and mathematics improves to be 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 2026.

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 non-disadvantaged 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: **£347,510**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are trained in feedback techniques during all four parts of the lesson, to include circulation during part 3 of the lesson and reviewing class work in order to provide group feedback.	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

<p>All teachers new to the academy are trained by the Principal in strategies relating to teaching and specifically the 4-part lesson. The Ormiston Academies Trust CPD programme is followed with all teaching staff to embed methods of securing attention and driving thought. Staff not meeting the Teacher Standards are developed by means of a Support Plan.</p>	<p>Quality first teaching is the most important factor in students making better progress.</p>	<p>1, 2, 3, 4 and 6</p>
<p>A targeted, effective PSHE and character programme is embedded with the PSHE curriculum taught by trained tutors explicitly three times a week which embeds social and emotional learning interventions where required.</p>	<p>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.</p>	<p>1, 2, 3, 4 and 6.</p>
<p>Our reading programme will continue with guided reading sessions delivered to students within their English lessons. Lexonik interventions will continue to help those students who are the furthest behind with their reading ages compared to their chronological age. Disadvantaged students will be the priority for this. The NEW Disciplinary Literacy Handbook for 2025-6 will guide teaching staff how to read as an expert in their subject area which continues to be vital for our students to succeed.</p>	<p>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.</p>	<p>7</p>

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

Budgeted cost: **£226,000**

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. The staff directed time calculation will be reworked to enable intervention to form part of teachers' directed time. All teaching staff will deliver eighteen 30 minute intervention sessions during the academic year to priority students that are highly targeted to the needs of those children.	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 recruitment and use of an academic coach to provide targeted support for disadvantaged students who have barriers to their learning.	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 Lexonik and guided reading sessions for the weakest readers in each year group, closing the gap between disadvantaged and non-disadvantaged 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
Maintenance of the 3 person attendance team, including the team leader and 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 inclusively 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: £673,510

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 2024 to 2025 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 2024-25 at 88.4%. For non-disadvantaged students attendance was 94.07% giving a gap of 5.67%, widening since 2023-24 when the gap was only 1.87%.
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. The FTE rate is still higher for disadvantaged students than non-disadvantaged at a ratio of 4:1, however this is a significant improvement on the 2023-24 ratio of 14:1.
Assessment is a part of everyday practice at the academy through teacher strategies in all parts of the lesson.	The new key stage 3 assessment model launched in September 2024 has now embedded which provides more quantitative data leading to better quality intervention. All departments now produce question level analysis of key stage 3 assessments twice a year enabling them to identify and address gaps in learning with precision. There is now an academy wide intervention programme where small, targeted groups of Key Stage 3 students are selected for 30 minutes of intervention per week with a classroom teacher. Parents received two reports last year about their child's academic progress, enabling them to be more engaged with their child's learning and assessment. The assessment calendar continues to be shared with parents alongside revision mats that enable them to help support their child with their revision.

<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 continued into 2024/25 and is now signposted with a bell ringing at the start and end. This has helped to ringfence this time and ensure it is given the attention it required. In turn this has allowed more time for an in depth and comprehensive daily study of PSHE, citizenship, personal development and careers. A recent review by Ormiston Academies Trust noted that there has been a marked improvement in the delivery of PSHE since September 2024 and student engagement with the programme is high. The next step is reducing the variability 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>In 2024, summer results indicated that the progress of disadvantaged students was -0.32 compared to -0.91 in the previous academic year. This was really pleasing and was as a direct result of the improved attendance of that cohort of students. Progress for non-disadvantaged students was -0.26 giving a gap in progress between these two groups of only 0.06. Since 2024 there has been no progress measures enabling us to compare the progress of these two groups of students. Academic interventions are now more commonplace, and in September 2025 the whole academy intervention programme was launched which has seen classroom teachers delivering bespoke academic interventions before and after school and at lunch time.</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 enough respondents for the results to be viewable on the OFSTED website. Attendance to parents' evenings has improved, particularly with key stage 3 cohorts where attendance has been between 60 and 75%. For key stage 4 cohorts the attendance at around 50%. 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</p>

	<p>whole family. In the year 2024-25 there has been a half termly newsletter sent to parents which has engaged 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 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. Use of the Edulink app has increased. At the time of writing 542 parents have accessed the app in the last 30 days.</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 2024-25 focused on live feedback driving progress, securing attention and driving thought through turn and talk. There was a trust wide teaching and learning strategy, developing shared practice amongst the academies and with some CPD being delivered centrally. The focus in the next academic year will be around feedback, differentiating pedagogical techniques depending on the group in front of you, securing attention and 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. In 2024-25 FUR (free uninterrupted reading) continued and the academy also used the Lexonik Leap and the Lexonik Advance programmes to rapidly improve students decoding and reading skills. This initially focused on year 11 students and then moved onto year 10 disadvantaged students as a priority. Students reading ages are now on average closer to their chronological age in Year 8 and 10, and on their chronological age in Year 9.</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.