

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ormiston Sudbury Academy
Number of pupils in school	665
Proportion (%) of pupil premium eligible pupils	34.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	D Howkins (Vice Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,010
Recovery premium funding allocation this academic year	£32,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,833
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,033

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Sudbury Academy, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners.

Students from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

This document outlines the amount of funding available, the academy's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

At Ormiston Sudbury Academy, our ultimate objectives for our disadvantaged pupils are to:

- Diminish the difference between disadvantaged students and their peers;
- Focus on well-being through our health and well-being offer;
- Develop character providing enriched opportunities for cultural capital;
- Have parental engagement in all aspects of academy life, to support learning in and out of the classroom.
- Prepare students for the world of work

Our current pupil premium plan is focused on the above four objectives, ensuring that through targeted support, an enriched curriculum and development of teacher pedagogy, our most disadvantaged students will achieve in-line or above their peers.

Challenges

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

Challenge number	Detail of challenge
1	Levels of literacy and Numeracy
2	Access to Tuition/Materials to access lessons
3	Access to technology
4	Attendance gap between PPG eligible students and cohort.
5	Enable learning opportunities
6	Access to a healthy meal

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
<p>Improve outcomes for all Pupil Premium Grant (PPG) students to bring attainment in line with the expected levels of progress (focus Year 11 leavers 2022), and to narrow the achievement gap of all PPG students.</p>	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0. Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. Effective use of key skills starters in maths support lessons. Pupil voice shows increased confidence and enjoyment in mathematics.</p>
<p>Improve engagement and behaviour for learning for PPG eligible students.</p>	<p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. Tutor equipment checks to show that PP learners are equipped for the academy day in line with Non-PP learners. Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved. PP learners access breakfast club, are punctual and have energy for their day. Staff are aware of difficulties that may impact PP learners and have plans in place to support these. PP student exclusion data is equal to or lower than that of non-disadvantaged students and lower than national.</p>
<p>Narrow the attendance gap between PPG eligible students and cohort.</p>	<p>Affordable uniform with financial support available to PP learners. Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p>
<p>Enable learning opportunities and enhance Cultural Capital.</p>	<p>Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p>
<p>Access to a healthy diet which impacts upon general well-being.</p>	<p>FSM provision in place. Purchase of ingredients for Food and Nutrition lessons.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Heads of Faculty closely monitor and intervene where the progress of disadvantaged students is below that of Non disadvantaged learners or below that of their expected attainment pathway.</i>	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Heads of Faculties promote positive engagement and teaching strategies with Pupil Premium Students. Heads of faculties track PP students' progress and liaise with PP lead to help signpost needs for targeted intervention through Raising Attainment Group (RAG). "Evidence consistently shows the positive impact that targeted academic support can have."	1, 2, 5
<i>Employment of LPA HTLA</i>	Employment of an HLTA to ensure that LPA students are stretched and challenged within the academy curriculum and that the Progress 8 score for this group is in line with or exceeding the national average. Thorough and robust in-class and Faculty monitoring and tracking of the impact of interventions.	1, 5
<i>Dedicated PP Teaching Assistant in KS3.</i>	This model was used last year to support Year 7 and tracking showed significant gains in reading and attendance for the groups supported.	1, 2, 5
<i>Projected Spend</i>	£160,000	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Online Tutoring	'Delivering online tuition can be an effective way to support the learning of disadvantaged pupils' – Education Endowment Foundation (EEF).	2, 3, 4
Small group Maths tuition	Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 2, 4
Projected Spend	£35,000	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Removing barriers to learning	Student support for materials (Creative subjects), literacy materials, and access to revision guides. Support for trips and visits Supporting students to access the additional aspects of learning.	3, 4, 5, 6
Uniform	Removing potential barriers to participation increases attendance	5
Additional Attendance interventions including EWO	'Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.'	4
Peri Music lessons	Enable learning opportunities that reduce the barriers and enable opportunities for KS4 options	2, 5
Counselling	Continued investment in a counsellor; internal mental health counselling provision, and offering and training more staff to therefore increase the opportunities for counselling and mentoring to take place. Further development of increased suitable specific venues for counselling to take place.	4, 5

Other Support: Transport support, Breakfast club, AP, Data Management, Finance Management, Technology.	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	5, 6
Projected Spend	£30,000	

Total budgeted cost: £ 125,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Given this, we have looked at how the strategies we have implemented over the last couple of years have begun to make impact for disadvantaged pupils. When we reach the end of this academic year, we will be in a position to measure the majority of our intended outcomes against our objectives.

Monitoring has put greater emphasis on what students are doing and achieving in the classroom.

CPD for individuals or whole staff has supported improved these outcomes During lockdown, the provision for all Students was good and valued greatly by parents.

Those without laptops were provided with this provision. Effective use of Microsoft Teams to support disadvantaged students with e.g. break-out rooms and additional support from support assistants ensured they were not disadvantaged.

Monitoring showed that the level of engagement in the 'chat' facility, and the requirement for students to work independently was good.

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
National Tuition Programme	MyTutor
MyTutor 1:1	MyTutor