

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ormiston Sudbury Academy
Number of pupils in school	704
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	C Wilson / R Dolding
Pupil premium lead	D Howkins
Governor / Trustee lead	N Logan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,264.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£223,264.00</b>

# 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	Increasing levels of literacy and Numeracy
2	Access to Tuition/Materials to accelerate progress
3	Access to technology
4	Improving attendance.
5	Enhancing learning opportunities and Cultural Capital
6	Access to a healthy meal
7	Improving poor behaviour and supporting self-regulation

## 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
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.	Gap between disadvantaged and non-disadvantaged pupils is -0.04. 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.
Improve engagement and behaviour for learning for PPG eligible students.	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.
Narrow the attendance gap between PPG eligible students and cohort.	Affordable uniform with financial support available to PP learners. Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.
Enable learning opportunities, and enhance Cultural Capital.	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.
Access to a healthy diet which impacts upon general well-being.	FSM provision in place. Breakfast Club provision. Purchase of ingredients for Food and Nutrition lessons.
Decrease in behaviour incidents involving PP students, specifically the number of fixed term exclusions.	An ongoing reduction in behaviour incidents involving PP students, so that they are at least in line with non-PP students and that it is an improving picture with behaviour improving across the academy. Analysis of behaviour reporting, with the use of positive reporting and target setting, to support PP students in fulfilling the requirements of expected and outstanding learning behaviours. At each data point drop there is an improvement in % of PP students with lessons removals and B2 behaviour points.

## 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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><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></b>	“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
<b><i>Employment of LPA HTLA</i></b>	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
<b><i>CPD on Reading Aloud and Writing Strategy with follow up sessions and support</i></b>	‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ EEF Guide to Pupil Premium.	1
<b><i>Individual readers - to improve/extend vocabulary in Year 7</i></b>	‘Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status’ (OECD, 2002)	1
<b><i>Dedicated PP Teaching Assistant in KS3.</i></b>	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
<b><i>Projected Spend</i></b>	<b>£150,000</b>	

## Targeted academic support

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1:1 Online Tutoring</b>	'Delivering online tuition can be an effective way to support the learning of disadvantaged pupils' – Education Endowment Foundation (EEF). 'Evidence consistently shows the positive impact that targeted academic support can have'. EEF Guide to Pupil Premium.	2, 3, 4
<b>Small group Maths tuition</b>	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
<b>Targeted reading interventions</b>	'Focus on developing pupils' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status' Dixons Kings Academy' EEF Guide to Pupil Premium.	1, 2
<b>Projected Spend</b>	<b>£45,000</b>	

## Wider strategies

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Removing barriers to learning</b>	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
<b>Uniform</b>	Removing potential barriers to participation increases attendance	5
<b>Additional Attendance interventions including EWO</b>	'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
<b>Peri Music lessons</b>	Enable learning opportunities that reduce the barriers and enable opportunities for KS4 options	2, 5
<b>Emotional wellbeing support through Counsellor, Wellbeing Suite –</b>	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	4, 5

<b>Staff time, training &amp; resources</b>	take place. Further development of increased suitable specific venues for counselling to take place. 'Social. Emotional and mental health (SEMH) was consistently raised [...] as an issue that was disproportionately impacting on disadvantaged pupils' Addressing Educational Disadvantage in Schools and Colleges M Rowland (ed)	
<b>Other Support: Transport support, Breakfast club, AP, Data Management, Finance Management, Technology.</b>	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	5, 6
<b>Projected Spend</b>	<b>£20,000</b>	

**Total budgeted cost: £223,000**

## Part B: Review of outcomes 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<b>Aim</b>	<b>Success criteria</b>
Improve outcomes for all Pupil Premium Grant (PPG) students to bring attainment in line with the expected levels of progress.	Partially achieved – remains a focus in 2022-23 - Gap between disadvantaged and non-disadvantaged pupils reduced to -0.04. Rigorous testing process in place. 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.
Improve engagement and behaviour for learning for PPG eligible students.	Partially achieved - PP parents accessed financial support to assist with purchasing equipment and resources. Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved. Staff are aware of difficulties that may impact PP learners and have plans in place to support these. PP student internal exclusion and fixed term suspension data is equal to non-disadvantaged students and lower than national.
Narrow the attendance gap between PPG eligible students and cohort.	Partially achieved – COVID and the challenges associated with attendance and limiting the ability to get parents into the academy for supportive work has made this a difficult target to accurately measure. Shadow contextualised data suggests that standards of attendance have been maintained despite disruptions. It remains a clear focus for 2022-23.

Enable learning opportunities, and enhance Cultural Capital.	Achieved but remains a priority for the academy. Students both in the academy and when on remote learning have engaged in a wider breadth of contextual knowledge through the curriculum as seen in redesigned SOL's and resources. Increased attendance of PP students on trips and academy production. The academy has been awarded the Careers Mark in recognition of the clear strategic approach to careers development and how various programmes and curriculum approaches contribute towards this.
Access to a healthy diet which impacts upon general well-being.	Achieved. FSM provision in place. Breakfast Club provision. Purchase of ingredients for Food and Nutrition lessons.

## Externally provided programmes

Programme	Provider
National Tuition Programme	MyTutor
MyTutor 1:1	MyTutor