Pupil premium strategy statement – Ormiston Sudbury Academy

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	700
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	S Morris
Pupil premium lead	D Howkins
Governor / Trustee lead	K O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278318.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£278318.00

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Sudbury Academy, we are ambitious for all our students. We believe that a great education is a right for all students. Those students who are disadvantaged are those who most need the opportunities that a well-rounded, well delivered curriculum provides.

We acknowledge that there may be barriers that may affect achievement and use Pupil Premium funding alongside the latest research (for example via Education Endowment Fund) to provide personalised support to address these (see below).

Quality First teaching is at the heart of our strategy. The high-quality implementation of a carefully constructed curriculum will always remain our key priority: ensuring every student makes progress throughout the curriculum in every lesson. Our investment in pastoral care is designed to ensure that students attend well and are able to get the most out of every school day.

Through a combination of first quality teaching, targeted interventions and additional support we aim for our Pupil Premium students to make progress better than other students nationally.

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

- Raise the academic attainment of all students.
- Diminish the progress gap between disadvantaged students and their peers.
- Promote and develop positive behaviours for learning and reduce the risk of suspension.
- Promote well-being through our health and well-being offer.
- Develop character providing enriched opportunities for cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring all disadvantaged students have the core knowledge and skills they need to achieve the outcomes they need to progress through the curriculum and onto their next stages of education
2	Improving attendance - Our attendance data over the last 2 years indicates that the attendance of disadvantaged pupils has been lower than non-disadvantaged pupils.
3	Access to Tuition/Materials to accelerate progress - Gap in attainment already present in Yr7 or persisting at Key Stage 4
4	Enhancing learning opportunities and Cultural Capital

5	Access to a healthy meal - Observations, discussions with families and students have revealed that disadvantaged pupils in our Academy do not have the same access to healthy meals, especially breakfast. This reduces pupils' ability to concentrate and access learning.
6	Improving wellbeing, behaviour and supporting self-regulation, reducing the days lost to suspension.

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
"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium.	Gaps that exist due to absence, disrupted years of education are not impacting on students abilities to make progress. Students to make strong progress through the curriculum at OSA, culminating in Disadvantaged students continuing to make greater progress than other disadvantaged students nationally. The internal gap between disadvantaged and non-disadvantaged students is reduced
Improve reading comprehension, vocabulary and other literacy skills.	Successful implementation of Read Aloud time. Implement reading age tests 3 times a year to successfully monitor and track reading across both key stages. Educate parents about how to support reading at home. Publish reading ages to parents. Develop a whole school approach to support reading and writing. Test scores (in both reading and writing) to show a reduction in the attainment gap.
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. Staff are aware of difficulties that may impact PP learners and have plans in place to support these. PP student suspension 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.	Improved overall attendance for disadvantaged students Reduced persistent absence for disadvantaged students. Improved participation in extended learning opportunities.

Enable learning opportunities and enhance Cultural Capital.	Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extracurricular activity attendance to enable attendance of PP students. 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.

Activity in this academic year

Teaching Budgeted cost: £123000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to continue to focus on Quality First Teaching.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap CPD at Ormiston Sudbury Academy is focussed on the areas we know will have the biggest impact on challenges our cohort face in their learning	1
Use of HTLA/TA support and recruitment of additional support for high needs students	Large body of work continuing based on EEF work around effective deployment of Teaching Assistants. 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.	1,3
CPD on Reading Aloud and Writing Strategy with follow up sessions and support	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' EEF Guide to Pupil Premium. Disadvantage in early secondary school (2020) Will Cook (Manchester Metropolitan University) Bart Shaw (The Centre for Education and Youth) Stephen Morris (Manchester Metropolitan University) December 2020 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (OECD, 2002)	1
CPD to focus on the Therapeutic approach to behaviour management	Initiate and embed and Therapeutic approach to behaviour management as part of a graduated approach to the behaviour curriculum. Students are targeted after their PASS assessment to develop social emotional strategies relating to resilience and behavioural traits.	1,2,6
Projected Spend		

Targeted academic support Budgeted cost: £70000

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). 'Evidence consistently shows the positive impact that targeted academic support can have'. EEF Guide to Pupil Premium.	3
Small group 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.	1,3
HPA Scholar Programme	Programme focussed on KS3 Scholar (HPA) students using Brilliant Club. Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment. Students who did The Scholars Programme in Year 8 or 9 are more likely to achieve a 9-5 in maths and English than students who scored similarly at Key Stage 2. Small group tuition | EEF	1,3,4
Targeted reading interventions	'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. Disadvantage in early secondary school (2020) Will Cook (Manchester Metropolitan University) Bart Shaw (The Centre for Education and Youth) Stephen Morris (Manchester Metropolitan University) December	1,2,3,6
Projected Spend		

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £85000

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. Including access to school (uniform etc). Support for trips and visits. Supporting students to access the additional aspects of learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-	1,4,6

	engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term	
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.' https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2
Peri Music lessons	Enable learning opportunities that reduce the barriers and enable opportunities for KS4 options	4
Behaviour support through a Behaviour Intervention Co-ordinator	Continued investment in a behaviour co-ordinator, offering support to staff and students to increase the opportunities for learning and prevent/lower the risk of suspension. Improving Behaviour in Schools | EEF	6
Emotional wellbeing support through Counsellor, Wellbeing Suite – Staff time, training & resources	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. '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)	2,6
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. https://educationendowmentfoundation.org.uk/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie?utm_source=/news/new-partnership-to-test-the-impact-of-different-cultural-learning-strategie&utm_medium=search&utm_campaign=site_search&search_term=cultural%20cap	5,2,4
Projected Spend		

Total budgeted cost: £278000

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

Aim	Success criteria
Improve outcomes for all Pupil Premium Grant (PPG) students to bring attainment in line with the expected levels of progress.	Remains a focus in 2025-26 - Gap between disadvantaged and non-disadvantaged pupils reduced to -14.3 A8 (36.4 A8 v 50.7 A8 National). Rigorous testing process in place. Evident in increased knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations.

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2026	41	36.4	35.6	Close to average (non-sig)	50.7	-14.3	Narrowing	35.4	
2025	30	30.4	34.9	Close to average (non-sig)	50.4	-20.0	Widening	33.2	Below (non-sig)
2024	46	35.0	34.6	Close to average (non-sig)	50.0	-15.0	Not available	33.1	

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. Suspensions (1 or more) below average (IDSR) National average 15.4% v OSA 10.8% (12.2% 2025-26) indicating an improved trend. Suspensions (2 or more) close to average (IDSR) National average 8.7% v OSA 7.8% indicating an improved trend. Improving behaviour of PP students remains a clear focus for 2025-26
Narrow the attendance gap between PPG eligible students and cohort.	Attendance 2025-26 (IDSR) – improvement above average National 88.3% v OSA 90.8% Persistent absence 2025-26 (IDSR) close to average National 15.4% v OSA 10.8% It remains a clear focus for 2025-26.
Enable learning opportunities and enhance Cultural Capital.	Achieved but remains a priority for the academy. Students in the academy have engaged in a

	wider breadth of contextual knowledge through the curriculum as seen in redesigned Schemes of Learning and resources. Increased attendance of PP students on trips, sports teams and academy productions.
Access to a healthy diet which impacts upon general well-being.	Achieved but remains a priority for the academy. FSM provision in place. Breakfast Club provision. Purchase of ingredients for Food and Nutrition lessons has enabled access and attainment at KS4

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
MyTutor 1:1	MyTutor