



Pupil premium strategy statement 2021-22



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 Meadows Academy
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	28% (51 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs K. Moore
Pupil premium lead	Mrs K. Moore
Governor / Trustee lead	Mr P. Watling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,007
Recovery premium funding allocation this academic year	£7,975
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	£82,982

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Meadows Academy we want every child to be their best and succeed. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning such as; lack of confidence, less support at home, weaker communication skills and more frequent attendance difficulties. There can also be more complex issues that may create barriers to learning. When making decisions about funding we carefully consider the context of the pupils in our school alongside research conducted by the EEF.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and other pupils in school across the curriculum
- that pupils are taught well and gaps in learning are closed
- that they attend school regularly,
- to ensure pupils are fully engaged in school and are involved in enrichment activities
- that parents feel supported by the academy to work with their children.

Achieving our objectives:

In order to achieve our objectives, we will;

1. Ensure all pupils have the best teaching and learning opportunities to meet their needs.
2. Have specific interventions and support in place for groups and individual pupils and these will be regularly reviewed.
3. Develop our enrichment offer so that pupils are equipped with the knowledge and cultural capital that they need to succeed.
4. Ensure any pupils in need of social, emotional and mental health needs will have high quality provision in place.
5. Further develop links with parents to ensure pupils attend school regularly and any families with complex issues have the support they need.

Our current three-year strategy plan focusses on these areas, which we feel contribute towards our ultimate goal.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing, phonics and maths including gaps in learning due to the Covid-19 pandemic.
2	Social emotional and mental health.
3	Access to wider enrichment opportunities in and outside the school day.
4	Attendance including persistent absenteeism.
5	Engaging families with challenges at home including the involvement of social services.

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2. Reduce the attainment gap between disadvantaged and other pupils.
Phonics	Ensure at least 83% of pupils in Y1 pass the PSC.
Attendance	Ensure attendance of disadvantaged pupils is at least 95.5% and PA is below 10%. Ensure the attendance gap is closed between disadvantaged pupils and other pupils.

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: £49,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality classroom support.	 <p>EEF report – best use of TA’s Effective support in classrooms to ensure pupils receive pre-teaching where needed, support in lessons or interventions to close gaps. Expertise of classroom support used to enrich the curriculum.</p>	1 and 3
High quality teaching ensures challenge for all.	 <p>EEF Maximising learning report – <i>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</i> Whole school teaching backwards coaching to develop teaching practice in the areas of feedback, engagement and challenge.</p>	1,2 and 3
Whole school curriculum development to develop mastery.	 <p>EEF Mastery learning - <i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i> Whole school curriculum development to ensure clear coverage and progression across all subjects within the curriculum, developing mastery approaches.</p>	1,2 and 3

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



Budgeted cost: £30,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up intervention teacher using PiXL therapies for targeted year groups.	 <p>EEF Small group tuition report – ‘<i>Small group tuition has an average impact of four months’ additional progress over the course of a year.</i>’</p> <p>Intervention teacher to work closely with class teachers to allow the intervention teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding</p>	1
After and before school booster groups for Year 6 pupils.	 <p>EEF Small group tuition report – ‘<i>Small group tuition has an average impact of four months’ additional progress over the course of a year.</i>’</p> <p>Intervention teacher and Year 6 teacher to work closely with targeted groups to ensure personalised gaps in learning are closed.</p>	1 and 2
Phonics lead to support whole school RWI CPD. Delivery of daily phonics intervention groups.	 <p>EEF report Phonics. A phonics lead with expertise in school to train, support and monitor the delivery.</p> <p>Consistency of the teaching of phonics using RWI across the school.</p> <p>Effective delivery of interventions to ensure pupils in KS2 who didn’t pass the screening are targeted.</p>	1
Mental health lead and mental health first aider to provide targeted mental health and wellbeing pastoral support for individuals and groups.	 <p>EEF Social and emotional learning report - <i>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i></p> <p>Group and individual support to ensure pupils are ready to learn in the classroom and there are no social and emotional barriers.</p>	2 and 5
Dedicated family liaison to target individual families	 <p>EEF Engaging with parents report. ‘<i>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated</i></p>	1, 2 and 5

	<p><i>with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.'</i></p> <p>Parenting support delivered to families on how to support children further at home. Resources to support provided when needed.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated attendance officer to closely monitor whole school, groups and individual attendance.	 <p>EEF Attendance protocol - <i>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</i></p> <p>Close monitoring of attendance by dedicated staff ensures early intervention can be put in place.</p>	1, 2 and 4
Wider curriculum opportunities such as support with funding of school trips.	 <p>EEF Teaching and Learning toolkit - <i>Evidence on life skills and enrichment from the Teaching and Learning Toolkit</i></p> <p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p>	2 and 3

Total budgeted cost: £82,982

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.

As part of the PiXL programme used at Ormiston Meadows Academy we track pupil attainment of all pupils with 3 data drops throughout the year. Internal data showed:

Pupils who met the expected standard:

	Whole cohort 2019/20	PP 2019/20	Difference	Whole cohort 2019/20	PP 2019/20	Difference
KS1 Phonics	93% (2019)	100% (2019)	+7%	91%	83%	-17%
End of KS1 Reading	64%	67%	+4%	63%	25%	-38%
End of KS1 Writing	64%	67%	+4%	58%	25%	-33%
End of KS1 Maths	61%	67%	+6%	67%	33%	-34%
End of KS2 Combined	73%	55%	-18%	79%	71%	-8%
End of KS2 Reading	82%	73%	-9%	79%	82%	+3%
End of KS2 Writing	73%	55%	-18%	76%	65%	-11%
End of KS2 Maths	82%	73%	-9%	83%	76%	-7%

Pupils who met above the expected standard

	Whole cohort 2019/20	PP 2019/20	Difference	Whole cohort 2020/21	PP 2020/21	Difference
End of KS1 Reading	29%	18%	-11%	33%	8%	-25%
End of KS1 Writing	18%	9%	-9%	21%	8%	-18%
End of KS1 Maths	29%	18%	-11%	25%	0%	-25%
End of KS2 Combined	27%	18%	-9%	24%	24%	0%
End of KS2 Reading	45%	36%	-9%	41%	35%	-6%
End of KS2 Writing	27%	18%	-9%	17%	18%	+1%
End of KS2 Maths	27%	18%	-9%	34%	35%	+1%

Attendance 2020/21 – 95.7% which is above National.

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
Nuffield Early Language Intervention (NELI)	Elklan Training Ltd
Read, Write Inc	Ruth Miskin
PIXL	PIXL
Cornerstones	Cornerstones
Testbase	Testbase
Lexia	Cambium Learning
Power of Reading	CLPE
Grammarsaurus	Grammarsaurus
Deepening understanding	Deepening Understanding Ltd
White Rose	White Rose Maths
TT Rocks Stars	Maths Circle
Purple Mash	Purple Mash
Tapestry	Tapestry Online Learning Journal
Votes for Schools	Votes for Schools
Sing Up	Sing Up
Marvellous Me	Marvellous Me

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted intervention from TA & HLTA in core subjects. Targeted pastoral and parental support.
What was the impact of that spending on service pupil premium eligible pupils?	Engagement in learning was good resulting in good progress.