

Ormiston Meadows Academy 3 Year Pupil Premium Strategy

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| **Summary information** |
| **School** | Ormiston Meadows Academy  |
| **Academic Years** | 2023-26 | **Total PP budget** | £75,600 (2023-2024) |
| **Total number of pupils** | 194 (Reception – Year 6) | **Number of pupils eligible for PP** | 52 (27%) |
| **Date of most recent review**  | July 2023 | **Date of next internal review of strategy**  | End of Summer Term 2024 |

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| **2021/22 attainment**  |
|  | Whole Cohort % | Disadvantaged pupils % |
| **GLD (2022)** | 65% | 33% |
| **Phonics (2022)** | 81% |  40% |
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|  | **End of KS1 %**  | **End of KS2 %** |
| Whole cohort | Disadvantaged pupils | Whole cohort | Disadvantaged pupils |
| **% expected standard in reading, writing and maths** |  |  |  | 38% |
| **% achieving expected standard in reading** | 68% | 67% | 75% | 63% |
| **% achieving expected standard writing** | 67% | 67% | 57% | 38% |
| **% achieving expected standard in maths**  | 67% | 67% | 71% | 50% |
| **% achieving higher standard in reading, writing and maths**  |  |  | 0% | 0% |
| **% achieving higher standard in standard in reading** | 25% | 33% | 21% | 0% |
| **% achieving higher standard in standard in writing**  | 14% | 33% | 0% | 0% |
| **% achieving higher standard in standard in maths**  | 29% | 33% | 14% | 12.5% |

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| **Attendance** |
| **Whole** | **PA** |
| 93.1% | 22.6% |

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|  **Barriers to future attainment (for pupils eligible for PP, including high ability)** |
|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
| **A.** | Close the gap in prior learning and attainment.  |
| **B.** | Pupils being *‘ready to learn’* in class with significant pastoral needs (pupils are in a secure place mentally/emotionally). |
| **C.** | Limited speech and language skills which impacts on learning (vocabulary/reading). |
| **D.** | Poor learning skills. E.g. innovation and resilience / grit. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **E.** | Consistent attendance and punctuality. |
| **F.** | Access to resources, such as books, libraries, life experiences (especially cultural). |
| **G.** | Low aspirations about what can be achieved and how to be successful and limited access to positive role-models. |
| **H.** | A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit). |
| **I.** | Parental engagement with school and perceptions of education. Priority placed upon learning and achievement. |

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| **Desired outcomes** |
|  | ***Desired outcomes***  | ***Success criteria***  |
|  | Gap between PP and NPP pupils will continue to decrease across core subjects and PP will make progress that is more rapid than their peers as a results of QFT and targeted interventions. There will be an increased focus on English (phonics, reading & writing) and the higher standard across both key stages. |

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| **Data Targets:** |
| **Phase** | **Measure** | **Full cohort** | **Realistic target** | **Aspirational target** |
| **End of EYFS** | GLD | **32** | **(22) 69%** | **(24) 75%** |
| **Phonics screening Year 1** | % phonics pass | **27** | **(18) 67%** | **(20) 74%** |
| **End of Key Stage 1** | % EXS reading | **26** | **(20) 77%** | **(21) 81%** |
| % GD reading | **26** | **(6) 23%** | **(8) 31%** |
| % EXS writing | **26** | **(18) 69%** | **(20) 77%** |
| % GD writing | **26** | **(4) 15%** | **(5) 19%** |
| % EXS mathematics | **26** | **(19) 73%** | **(21) 81%** |
| % GD mathematics | **26** | **(5) 19%** | **(6) 23%** |
| **End of Key Stage 2** **(PiXL WIG)** | % EXS reading, writing, mathematics | **29** | **(19) 66%** | **(22) 76%** |
| % GD reading, writing, mathematics | **29** | **(3) 10%** | **(6) 21%** |
| % EXS reading | **29** | **(21) 72%** | **(22) 76%** |
| % GD reading | **29** | **(5) 17%** | **(8) 28%** |
| % EXS writing | **29** | **(19) 66%** | **(22) 76%** |
| % GD writing | **29** | **(3) 10%** | **(6) 21%** |
| % EXS mathematics | **29** | **(20) 69%** | **(22) 76%** |
| % GD mathematics | **29** | **(5) 17%** | **(7) 24%** |

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|  | PP pupils and their families will receive the support and guidance from school Family Liaison Officer and external agencies to ensure additional needs are not a barrier to them learning and reaching their full potential | * Targets above are met
* All pupils make at least expected progress through QFT and targeted interventions
* Families will feel supported
* There will be clear support and communication between home and school.
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|  | Pupils will be taught with and use rich vocabulary and will experience a wide range of texts.  | * Reading, writing and phonics targets are met.
* All pupils will make at least expected progress in these areas.
* Pupils in EYFS, Year 1 & Year 2 will have access to targeted RWI online programme.
* Pupils engagement in reading at home and school will increase by 20% with introduction of ‘Boom Reader’ online reading records.
* All pupils in Year 2-6 will have access to the Lexia online programme.
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|  | Pupils will have a clear understanding of the school core values and will be recognised for them in their learning.  | * Targets above are met.
* Pupils praised with certificates on weekly assemblies.
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|  | Whole school attendance and PA will be at least in line with national. There will be no gap in attendance between PP and NPP.  |

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|  | 2023-24 Target |
| Whole | PP |
| Attendance % | 95% | 95% |
| PA % | 15% | 15% |

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|  | Pupils will have access to all resources needed, including trips and experiences.  | * Planned experience in and out of school are part of every curriculum topic.
* Subject leads map out clear enrichment experiences such as visits/visitors as part of their subject leader role.
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|  | All parents/pupils have high aspirations for their children/themselves and understand how their learning supports these.  | * Clear plan for careers development
* Careers Mark award
* Careers education mapped on Long Term plan – linked to Gatsby Benchmark.
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|  | A high proportion of the children in school regularly complete homework and home reading and have all the appropriate equipment in school.  | * Various platforms are used to deliver homework such as online portals (Google classroom/TT Rockstars/Purple Mash).
* ‘Spare’ equipment is available in school such as PE kit and school uniform.
* ‘New-to-you’ uniform available.
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|  | Regular parent communication given along with celebrations in the local community.  | * Attendance at parent consultations and workshops will increase.
* Fortnightly parental newsletter sent including updates on curriculum, enrichment and attendance.
* More parental events will take place including workshops, celebrations and time with SLT.
* Pupils will have trips and experiences heavily subsidised to ensure no child misses out due to financial restraints
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| **Long-term plan (3 year strategy):** |
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| 1. Continue to increase attainment of pupils and close the gap between disadvantaged and non-disadvantaged pupils (2023-24 focus on improved outcomes in reading, writing and maths)
2. Develop our enrichment offer so that pupils are equipped with the knowledge and cultural capital that they need to succeed.
3. To further develop the non-core curriculum.
4. Improve attendance for all groups of pupils
5. Increase community and family engagement.
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|  **Planned expenditure (Planned Expenditure £47,053)** |
| **Academic year** | **2023-24** |
|  **Quality of teaching for all** |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Annual Review 2024** |
| To increase the percentage of PP pupils achieving higher age related expectations and to make better than expected progress. | * SLT and MLT will closely monitor progress and attainment of DP through weekly team meetings and half-termly PPM’s.
* Ongoing CPD – all staff
* Thorough data analysis and focus areas/pupils identified
* Additional members of staff
* Interventions will be delivered for children to make accelerated progress.
* Plan, manage, monitor and evaluate intervention for PP – new RSL role added to leadership team.
 | Proportion of PP in school – 27%- (higher than National 23.8%)NPP outperforming PP. Additional members of staff mean disadvantaged pupils can access more of teachers’ time through Quality First TeachingChallenge and innovation will increase pupil’s self -motivation to reach higher standards.Close tracking will ensure gaps are noticed and closed quicker. | The school monitoring cycle will continuously evaluate provision.* PPM’s
* PiXL data drops
* RSL reports.
* SPB meetings
 | Principal |  |
| The number of PP achieving the higher standard will increase | * Provision for the more able identified as an area for development (Ofsted 2018) and ADP priority.
* CPD on mastery approaches – ADP priority 2023-24.
* Resources & CPD to further develop teaching and learning strategies- ADP Priority 2023-24
 | * Gap identified between the % of PP and NPP pupils achieving the greater depth standard

Mastery learning + 5 months | * Termly data
* Learning walks
* Staff CPD
* Coaching
 | Principal |  |
| Further development of the teaching of the non-core curriculum  | * Develop staff subject knowledge through CPD
* Subject leaders overseen by Curriculum Leader.
* Formulate progression sequence overviews with clear knowledge, skills and vocabulary
* Develop assessment systems for the non-core subjects
* Events and community involvement throughout the year
 | * Increased national focus on non-core curriculum
* Area identified on ADP 2023-24
* Subjects identified for the need for increased focus
* Increased focus on knowing and remembering more
 | * Learning walks
* Book scrutiny’s
* Subject leader action plans
* Data from half termly/termly and feedback from pupils
 | Principal/Curriculum lead |  |
| To improve teaching of Reading and writing across the academy with a focus on vocabulary development.  | * Targeted CPD for staff.
* Reading programme (Lexia) providing targeted teaching interventions for all pupils.
* Introduction of Star Reader assessments to assess pupils reading ages.
* Further embed whole class reading books.
* Each Year group to have timetabled library visits.
 | * NPP outperforming PP in reading and writing

Reading comprehension skills +6months* Ongoing issue with Reading, spelling and writing skills – area identified on ADP 2023-24 as a whole school priority.
 | * Learning walks
* Book checks
* Regular CPD
* English action plan
* Regular impact reports for SPB
* Reviews in PPMs
* Reviews of Lexia.
* Reviews of Star Reader assessments.
* Tracking reading engagement Boom Reader
 | Vice Principal |  |
| Improvement in the teaching and learning of phonics in KS2 | * Read, Write Inc training for all KS2 staff
* Purchase updated RWI materials for all classes.
* Subscribe to RWI online portal with links to training and support videos.
* Phonics lead and Year 1 teacher to model lessons.
* Support new to Year 2 teacher.
 | * Track re-sit pupils and pupils who didn’t pass each year to ensure they pass

Phonics + 4 months* Pupils who didn’t meet standard not meeting standard in reading & writing in KS2.
 | * Learning walks
* Assessment data- RWI

 * Feedback from staff
 | Vice Principal/Phonics lead |  |
| **Total budgeted cost** | **£47,053** |

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| **Targeted support (Planned Expenditure £17,670)** |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Annual Review 2023** |
| For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn. | * Inclusion mentor – to support pupils social and emotional needs, ensuring they are ready for learning.
* External School Counsellor – 1 day a week support for targeted pupils.
 | * PP Vulnerable children requiring nurture are 65% PP vs 3% NPP
* To ensure pupils are ready to access learning.
* To build relationships with pupils/families.
 | * Inclusion Mentor will report on their actions each week to SLT / Teachers.
* Progress of Vulnerable children supported by inclusion team.
 | Vice Principal |  |
|  |  | * To provide/locate support.
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|  |  | * To liaise with relevant services offering counselling services (school counsellor/CAMH)
* Number of children with SEMH difficulties has increased

Social and emotional learning +4 months |  |  |  |
| For identified gaps in learning to be Addressed. | * Varied interventions (*according to need*) to be provided before, after (*and sometimes during*) school, including the School Led Tutoring programme.
 | * Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.
* Offer parent / pupil interventions in key Year groups 1, 2, 4, 6
 | * Progress will be checked half-termly.
 | Subject |  |
|  | LeadersPrincipal |
| For all PP pupils tohave daily phonics/reading toensure no gap existsat Key Stage 1 | * Daily reading 10 minutes per day to close the gap on peers.
* Parent support workshops.
* Phonics targeted intervention (after school).
 | Phonics + 4 months* Increase proportion of pupils passing phonics screening in Year 1.
* Increase amount of pupils passing phonics re-sit in Year 2.
 | * Progress of pupils will be checked half-termly.
 | Vice Principal/ Phonics lead |  |
| **Total budgeted cost** | **£17,670** |

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| **Wider strategies (Planned Expenditure £10,949)** |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Annual review 2023** |
| Improved attendance and reduction in persistent absentees  | * Thorough data analysis and focus areas identified
* Renew the absence reporting and attendance monitoring procedures - Teaching Assistants/Family liason to make calls home in the afternoons to encourage pupils back to school
* Increased support and intervention from EWO
* Designated member of SLT to oversee focus
* Quick response to absence
* Continued rewards for good/improved attendance
* Regular updates for parents of their child’s attendance.
 | * Attendance data slightly below national average
* Attendance for PP lower than NPP – especially PA data
* Attendance identified as an area for ADP 2023-24
* More thorough analysis of data needed.
 | * Attendance data
* Feedback from parents
* Regular data monitoring through line management meetings.
 | Principal/ Attendance lead |  |
| For pupils to access a range of social / cultural /sporting experiences, visits and activities. | * Pupils exposed to a wide variety of experiences to increase aspirations and increase social mobility
* Pupils will partake in cultural visits. Eg: Young Voices, Local community, local museums, zoos, places of worship etc with contribution of 50% paid for by Pupil Premium
 | * Pupils benefit from working with others and being introduced to a variety of experiences
* Pupils’ horizons will be broadened and they will learn more about culture, history and geography.
 | * Attendance figures will be in line with NPP pupils.
* Impact of wellbeing as reported by club leaders and class teachers.
* Reviewing programme of trips and attendance.
 | Curriculum leadersVice Principal |  |
| **Total budgeted cost** | **£10,949** |
| **TOTAL EXPENDITURE** | **£75,672** |