

Pupil premium strategy statement – Ormiston Meadows Academy

This statement details our school's use of pupil premium (and recovery 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	192
Proportion (%) of pupil premium eligible pupils	55 pupils – 29%
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)	2023-24 2024-25 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rebecca Berton
Pupil premium lead	Alex Joyce
Governor / Trustee lead	Eric Winstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£89400

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Meadows Academy we believe that every child no matter what their background should make at least good progress, this being through quality first teaching, interventions, and pastoral care. We believe every child is entitled to the same level of education, enjoyment, and welfare support as their counterparts.

The academy continues to build on the three-tiered approach focussing on high quality teaching, investment into targeted academic support and supporting wider, non-academic issues such as attendance, social and emotional support and parenting support.

The use of evidence-based research, such as the EEF is used to determine focus for support that will have a significant amount of impact each year. We ensure careful and rigorous monitoring is in place to evaluate the impact these have on our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Close the gap in prior learning and attainment.
2	Pupils being ' <i>ready to learn</i> ' in class with significant pastoral needs (pupils are in a secure place mentally/emotionally).
3	Limited speech and language skills which impacts on learning (vocabulary/reading).
4	Poor learning skills. E.g. innovation and resilience / grit.
5	Consistent attendance and punctuality.
6	Access to resources, such as books, libraries, life experiences (especially cultural).
7	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
8	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit).
9	Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.

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>The gap between disadvantaged pupils and non-disadvantaged pupils will continue to decrease across core subjects, across the wider curriculum and attendance. Disadvantaged pupils will make progress that is more rapid than their peers.</p>	<ul style="list-style-type: none"> Data will meet academy targets and fall in line with or above national data. 						
<p>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</p>	<ul style="list-style-type: none"> 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. 						
<p>Pupils will be taught with and use rich vocabulary and will experience a wide range of texts.</p>	<ul style="list-style-type: none"> 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. 						
<p>Pupils will have a clear understanding of the school core values and will be recognised for them in their learning.</p>	<ul style="list-style-type: none"> Targets above are met. Pupils praised with certificates on weekly assemblies. 						
<p>Whole school attendance and PA will be at least in line with national. There will be no gap in attendance between PP and NPP.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="802 1787 1396 1861">Attendance academy targets 2024/5</th> </tr> <tr> <th data-bbox="802 1861 1114 1935">Academy target</th> <th data-bbox="1114 1861 1396 1935">PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 1935 1114 2009">95%</td> <td data-bbox="1114 1935 1396 2009">95%</td> </tr> </tbody> </table>	Attendance academy targets 2024/5		Academy target	PP	95%	95%
Attendance academy targets 2024/5							
Academy target	PP						
95%	95%						

	PA targets	
	15%	15%
Pupils will have access to all resources needed, including trips and experiences.	<ul style="list-style-type: none"> 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. Support with funding for PP pupils. Enrichment pathway created and shared with parents. External club providers from the local community shared with parents. 	
All parents/pupils have high aspirations for their children/themselves and understand how their learning supports these	<ul style="list-style-type: none"> Clear plan for careers development Careers Mark award Careers education mapped on Long Term plan – linked to Gatsby Benchmark. Links with local university programmes and secondary school links. Skills builder programme followed across the academy. 	
A high proportion of the children in school regularly complete homework and home reading and have all the appropriate equipment in school.	<ul style="list-style-type: none"> Various platforms are used to deliver homework such as online portals (Google classroom/TT Rockstars/Purple Mash/BoomReader). 'Spare' equipment is available in school such as PE kit and school uniform. 'New-to-you' uniform available through the PTA. 	
Regular parent communication given along with celebrations in the local community.	<ul style="list-style-type: none"> Attendance at parent consultations and workshops will increase. 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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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: £62,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of RSL to monitor and track pupil groups including training and monitoring of intervention programmes led by intervention staff.	EEF – Teaching and learning toolkit TA interventions.	1
Effective resources and CPD on quality first teaching and mastery approaches.	EEF – Mastery learning	1
Improve teaching of reading and writing with a focus on vocabulary development.	EEF – Reading comprehension skills	1, 3, 8
Improve the teaching of phonics in KS2 by	EEF – Teaching and learning toolkit	1,3

effective leadership and CPD for staff.		
Develop subject knowledge through effective subject leadership and CPD across all subject areas	EEF – Teaching and learning toolkit	1,3
Retention of Family Liaison to support attendance	EEF – Teaching and learning toolkit – Parental engagement	1,5

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

Budgeted cost: £15,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children have social, emotional and mental health needs met through Mental health lead support and use of an external counsellor.</i>	EEF – Social and emotional learning	2
<i>Varied interventions led by teacher, HLTAs and TAs in key year groups (1, 2, 4,6)</i>	EEF Phonics EEF Teaching and Learning toolkit – small group tuition EEF – Teaching and Learning – TA interventions.	1,3,4

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

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison support for attendance including	EEF – Parental support studies EEF – Attendance interventions	2,5,9

data tracking, quick response time for families in need of support and rewards for improved attendance.		
Pupils to access a range of social/cultural/sporting experiences and visits and activities		6,7,8

Total budgeted cost: £89400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2024 Assessment data:

GLD	PP	Non-PP
	38%	77%

Phonics	PP	Non PP
	50%	82%

MTC	Cohort average: 20.2	
	PP	Non-PP
20+	55%	68%
25	9%	21%

Year 6 data 23/24				
	EXS		GDS	
	Non	PP	Non	PP
Reading	81%	54%	44%	31%
Writing	75%	46%	19%	8%
Maths	100%	54%	69%	23%
GPS	81%	54%	50%	31%
Combined	75%	46%	19%	8%

Externally provided programmes

Programme	Provider
PiXL	PiXL
Times Tables Rockstars	Maths Circle
Testbase	Testbase
Purple Mash	2 Simple
Lexia Core 5	Lexia Learning Systems LLC
RWI	Oxford Owl
STAR reader	Renaissance
Sumdog	Sumdog
Skills builder	The Skills Builder Partnership

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year	
Our service pupil premium child's allocation was used for interventions in Reading and Maths within the school day, including phonics tutoring after school.	
The impact of that spending on service pupil premium eligible pupils	
The child made good progress across the core curriculum. Attainment:	
KS2 2024	EXS GDS
Reading	0% 0%
Writing	0% 0%
Maths	100% 0%
GLD	Met GLD
	100%

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.