

Pupil premium strategy statement – Ormiston Meadows

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	45 (25%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rebecca Berton
Pupil premium lead	Megan Bishop
Governor / Trustee lead	Felicity McClarty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,869
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£77,869

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Meadows Academy, we are committed to ensuring that every child, regardless of background, makes at least good progress through high-quality teaching, targeted interventions, and effective pastoral care. We believe all pupils are entitled to the same high standards of education, enjoyment, and welfare support as their peers.

Our approach is built on a three-tiered model which prioritises:

- delivering high-quality teaching;
- investing in targeted academic support;
- addressing wider, non-academic barriers such as attendance, social and emotional needs, and parenting support.

We draw on evidence-based research, including guidance from the EEF, to identify strategies with the greatest potential impact each year. Rigorous and careful monitoring ensures that the support we provide is effective and makes a measurable difference to our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low Writing Attainment Assessments, observations and discussions indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Ready to Learn Pupils with social, emotional or behavioral needs are not consistently prepared to engage in learning. This can limit their progress concentration and preparation in lessons.
3	Speech and Language Difficulties in EYFS/ KS1 Many disadvantaged pupils start school with underdeveloped language skills, limiting their early reading and writing progress.
4	Attendance Our 2024/2025 attendance data shows that attendance among disadvantaged pupils is 3% lower than disadvantaged pupils nationally and 4% lower than all pupils at Ormiston Meadows. The percentage of disadvantaged pupils who are persistently absent is less than national and lower than non-disadvantaged.
5	Low Aspirations Observations, pupil discussions and surveys indicate that some disadvantaged pupils have limited aspirations about what they can achieve academically and personally.
6	Low Parental Engagement Feedback from teachers and school leaders shows that parental engagement of disadvantaged pupils has limited engagement with school and perceptions of education are limited.
7	Enrichment and Cultural Capital Pupil and parent surveys highlight that disadvantaged pupils have fewer opportunities for trips, clubs, or experiences outside of school that broaden knowledge and understanding.

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 writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 Writing outcomes in 2027/2028 will be in line with national. • There will not be a gap between disadvantaged and non-disadvantaged pupils.
Support is provided and barriers are removed for disadvantaged pupils and their families to ensure they can reach their full potential.	<ul style="list-style-type: none"> • Support and guidance are provided by the Family Liaison Office and external agencies to reach full potential • Families will feel supported • Clear communication and support between home and school • Resources are provided to support families and pupils
Pupils use rich vocabulary and experience a wide range of texts.	<ul style="list-style-type: none"> • Reading, writing and phonics targets are met • Pupils in EYFS and KS1 will have access to a targeted phonics programme • Pupil engagement in reading at home and school will increase by 20% • Pupils will have access to Lexia • NELI to support language development
Whole school attendance and PA will be at least in line with national.	<p>Sustained high attendance by 2027/2028 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence attendance for disadvantaged pupils and non-disadvantaged peers will be in line with national. • The percentage of disadvantaged pupils who are persistently absent will be in line with national. • The percentage of disadvantaged pupils who are late will be reduced.
All parents and 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 • Opportunities to meet those with different careers • Link with local university, companies and secondary schools • Skill builder programme followed across the academy
Regular and increased parental communication and engagement.	<ul style="list-style-type: none"> • Attendance at parents evening increased • Newsletter sent, including updates on curriculum, enrichment and attendance

	<ul style="list-style-type: none"> • Parental events: celebrations, time with SLT and events • Pupils have trips and experiences subsidised to ensure no child misses out due to financial restraints
Opportunities for trips, clubs and experiences are provided for all children, making adaptations where needed.	<ul style="list-style-type: none"> • Pupils have trips and experiences subsidised to ensure no child misses out due to financial restraints • 100% of disadvantaged pupils have been on all trips • 100% of disadvantaged pupils have attended a club

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of Key Stage Leads to monitor and track pupil groups, including training and monitoring of intervention programmes.	EEF Teaching and Learning Toolkit EEF Early Years Toolkit	1
Develop subject knowledge through effective subject leadership and CPD across all subjects	EEF Teaching and Learning Toolkit EEF Effective Professional Development	1
Effective resources and CPD on quality first teaching and mastery approaches.	EEF Mastery Learning EEF Effective Professional Development	1
Improve teaching of writing with a focus on vocabulary development.	EEF Reading Comprehension Skills	1, 3
Retention of Family Liaison to support attendance and build relationships with parent/ carers.	EEF Teaching and Learning Toolkit EEF Parental Engagement	4, 6

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

Budgeted cost: **£16,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH needs are met through mental health support and use of an external counsellor.	EEF Social and Emotional Learning	2
Interventions led by teachers, HLTAs and TAs.	EEF Teaching and Learning Toolkit EEF Early Years Toolkit EEF Small Group Tuition EEF TA Interventions	1, 3
Purchase of a programme to improve listening and vocabulary skills.		3

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

Budgeted cost: **£16,046**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison supports attendance, including tracking data, responding to families in need of support.	EEF Parental Support Studies EEF Attendance Interventions	2, 4, 6, 7
Pupils to access a range of social, cultural and sporting experience, visits and activities.		5, 7

Total budgeted cost: £77,896

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2025 Assessment Data		
GLD	PP	
	40%	
Phonics	PP	
	45%	
MTC	PP	
20+	60%	
25	40%	
Year 6	EXS	GDS
	PP	PP
Reading	57%	7%
Writing	50%	0%
Maths	71%	0%
GPS	57%	14%
Combined	43%	0%

Externally provided programmes

Programme	Provider
PiXL	PiXL
Times Table Rockstars	Maths Circle
Testbase	Testbase
Purple Mash	2 Simple
Lexia Core 5	Lexia Learning Systems LLC
Read, Write Inc	Oxford University Press
Boom Reader	Boom Reader LTD
STAR Reader	Renaissance Learning
Get Set 4 PE	Get Set 4 Education LTD
Language Nut	Languagenut LTD
Grammarsaurus	Grammarsaurus LTD
Sing Up	Sing Up
Skills Builder	The Skills Builder Partnership

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year			
Phonics and Math's intervention			
Phonics tutoring after school			
The impact of that spending on service pupil premium eligible pupils			
	EXS	GDS	
Phonics	100%		
Writing	100%	0%	
Maths	100%	100%	

Further information (optional)

--

