

# Pupil premium strategy statement

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.

## We School overview

Detail	Data
School name	EDWARD WORLLEDGE ORMISTON ACADEMY
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Chair of Governors
Pupil premium lead	Miss M Warner
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,025
Recovery premium funding allocation this academic year	£21,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£216,050

# Part A: Pupil premium strategy plan

## Statement of intent

At Edward Worledge Ormiston Academy we have the highest expectations for all pupils and believe that every child can achieve the highest possible standards regardless of any barriers to learning they may face.

We encourage high aspirations for all and a 'can do' attitude towards learning.

We recognised that some pupils from disadvantaged backgrounds have several barriers they need to overcome and therefore require additional support to achieve in line with their peers. We are committed to using all additional resources to help them be ambitious, strive to be better, build resilience, have a positive work ethic and reach their full potential.

Research has found that the recent disruption to schooling caused by the Covid-19 pandemic has had a significant impact on disadvantaged pupils and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid 19 has also led to higher numbers of pupils qualifying for pupil premium.

The strategy statement builds on our 3-year strategy which is rooted in research and draws on the EEF Education Toolkit drawing on the best of effective practice. It focuses on and recognises the importance of investment in high quality teaching, investment in targeted academic support and wider strategies which impact success in school, and ensure equal opportunities for all, such as attendance, social and emotional support, empowering parents and life opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of speech, language and vocabulary development
2	Specific needs in Literacy and Numeracy affecting fluency and recall.
3	Lack of resilience to tackle the demands of the curriculum
4	Ensuring that pupils read widely, fluently and with greater understanding and providing catch up across the curriculum, especially in KS2.
5	Complex family structures influencing several potential barriers e.g. differing parenting styles on split sites, parental disengagement, socio-economic disadvantage.
6	Higher number of issues relating to parental mental health, wellbeing.
7	Poor attendance rates and punctuality. High PA.

## 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
By the end of the strategy the Academy wants to demonstrate a profile of closure of gaps in attainment, achievement; attendance and engagement in the wider curriculum, between children deemed to be disadvantaged and that of less disadvantaged peers.	2022- EYFS 75% of Disadvantaged pupils will achieve GLD
	2022 -Year 1 Phonics –82% of Disadvantaged pupils will achieve a pass in Phonic screening test
	2022- Year 2 Phonics – 80% of Disadvantaged pupils will achieve a pass in Phonics screening test
	2022 -End of KS1 –74% of Disadvantaged pupils will achieve: Age expected outcomes in Reading and Writing. 80 % in maths. 25% of this group will achieve Reading at Greater Depth, 11% will achieve Maths at greater Depth and 14% Writing.
	2022- End of KS2 – 65% of DP children will achieve Combined EXS and 13% Combined at GDS. 67 % of Disadvantaged pupils will achieve age expected outcomes in Reading and Writing and 65 % in maths. DP children will achieve 15% Reading, 10% in writing and 13% Maths at GDS. Progress scores for Disadvantaged will be in line with national average
	2022 – PA for Disadvantaged pupils will be less than 8.5 %. Attendance 96%+.

## 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: £ 13250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further whole staff training on effective development of vocabulary to improve reading and acquisition of knowledge	EEF Toolkit- Reading Comprehension Strategies +6 months	1,2,3, & 4
Purchase of Wellcome and provide additional TA to target Early Years speech and language interventions	EEF Toolkit- Oral Language Interventions + 6 months	1, 2, 3
Whole staff training on scaffolding and differentiation to meet the needs of all pupils.	EEF Toolkit- Individualised instruction + 4 months	2, 3, 4
Whole staff training on effective pedagogy to develop metacognition, cognitive load and self-regulation.	EEF Toolkit- Metacognition & Self-regulation +7 months	2, 3, 4
Whole staff training on effective pedagogy to develop mathematical understanding through Maths Mastery,	EEF Toolkit- Mastery Approach + 5 months	2, 3
Release time for the development of local curriculum networks	EEF Toolkit- Collaborative Learning Approaches + 5 months	2, 3, 4

to share good practice		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 31000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tuition in maths and English through NTP.	EEF Toolkit- Small Group tuition + 4 months	2, 3, 4
Y6 English and maths tutoring through School-Led tutoring	EEF Toolkit- Small Group tuition + 4 months EEF Toolkit- One to One tuition + 5 months	2, 3, 4
School Led Mentoring- Key Marginal DP pupils.	EEF Toolkit- One to One tuition + 5 months	2, 3
Establish and sustain reading chains with Y2 & Y6 Key Marginals.	EEF Toolkit- Reading Comprehension Strategies +6 months	1, 2, 3, 4
Training and monitoring of delivery of targeted intervention programmes in phonics, reading and maths.	EEF Toolkit- Phonics + 5 months EEF Toolkit- Teaching Assistant interventions + 4 months	1, 2, 3, 4

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

Budgeted cost: £ 169206

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a counsellor for two days a week to ensure pupils' well-being and mental health needs are supported.	EEF Toolkit- Social & Emotional Learning + 4 months	6, 7

Increase capacity of the Attendance Team to raise attendance and reduce PA.	Attendance Matters	6, 7, 8
Establish a well-being provision for PP children who are disengaged with learning.	EEF Toolkit- Social & Emotional Learning +4 months	3, 5, 6, 7
National School Breakfast Programme to ensure every child has a daily breakfast.	<a href="http://www.family-action.org.uk">www.family-action.org.uk</a>	7
Ensure full access for PP children to participate in enrichment opportunities in the arts through continued links with Enjoy Gt Yarmouth & Lowestoft Rising.	EEF Toolkit- Arts Participation +3 months	5
Establish a Parent/Pupils' home learning group providing additional tuition for disadvantaged pupils to close gaps and parent workshops to support parents in supporting their children at home.	EEF Toolkit- Parental Engagement +4 months EEF Toolkit- Small Group Tuition +4 months	2, 3, 4, 5, 6

**Total budgeted cost: £ 213,456**

## 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.

YEAR 2								
	2020 Results		2021 Targets		Current data (test and teacher assessment)			
	EXS	GD	EXS Target	GD Target	% PiXL E2+	% PiXL E2+ Disadvantaged	% PiXL A2+	% PiXL A2+ Disadvantaged
Reading	73%	22%	75%	25%	75%	68%	16%	23%
Writing	65%	14%	69%	15%	69%	64%	10%	14%
Maths	69%	20%	76%	22%	75%	64%	18%	18%

Year 6 pupils sat the September Year 6 Assessment- PiXL.

Year 6 Data 2021							
TARGET 2021			End of year data				
	EXS+	GDS	Whole Cohort	PP EXS+	!PP EXS+	PP GDS	!PP GDS
Combined	55%	10%	25%	21%	29%	0%	4%
Reading	55%	10%	42%	46%	38%	4%	4%
GPS	55%	10%	46%	46%	46%	0%	13%
Writing	55%	8%		45%	47%	0%	0%
Maths	55%	12%	31%	21%	42%	0%	8%

### 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
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The Scholars Club	The Brilliant Club
Learning With Parents	Learning with Parents Charity

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

We have been selected to be a pilot school for RE:SET- a programme to explore, adapt and reset their existing relationships education across the whole school. This will support pupil relationships, communication and emotional literacy.