

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Edward Worlledge Ormiston Academy
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mr Craig Honey
Pupil premium lead	Mrs Stacey Brett
Governor / Trustee lead	Mr Bradley Burch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,055
Recovery premium funding allocation this academic year	£18,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£216,840
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Edward Worlledge 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 achieve our five personal rules for success: showing kindness to others; having high aspirations; resilience in the face of challenge; working hard and being an active member of both the school and the wider community.

The strategy statement builds on our 3-year strategy which is rooted in research and draws on the EEF (Education Endowment Foundation) Education Toolkit drawing on the best of effective practice. It focuses on and recognises the importance of investment in consistently quality first teaching through regular CPD (Continuing Professional Development) for staff to enable them to support disadvantaged pupils and narrow the gap.

When considering pupil barriers, we adopt a holistic approach: focusing on the child's social and emotional wellbeing as well as focussing on gaps in learning. We strive to offer equal opportunities for all and celebrate diversity.

Challenges

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

Challenge number	Detail of challenge
1	Predicted data indicates that PP attainment will be considerably lower for the academic year 2022-2023 for end of KS2 (Key Stage 2).
2	Lower levels of speech, language, and vocabulary development
3	Poor attendance rates and punctuality
4	Complex family structures influencing several potential barriers e.g., differing parenting styles on split sites, parental disengagement, socioeconomic disadvantage

5	Cases of poor pupil and parent mental health and lack of wellbeing have noticeably increased.
6	Ensuring that pupils read widely, fluently and with greater understanding and providing catch up across the curriculum, especially in KS2.
7	Disadvantaged pupils are less likely to use self-regulatory strategies; as a result, they do not possess the strategies to manage their own learning and overcome challenges themselves in the future.

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.	Disadvantaged pupils will make the same or accelerated progress compared to their more advantaged peers as evidenced by end of KS data. <u>2022-2023</u> EYFS – 86% Year 1 Phonics Screening-100% 87% (7/8) of KS1 (Key Stage 1) PP children will pass age related testing (RWM) 64% of KS2 PP children will achieve EXS (Expected Standard) in Reading, 54% will achieve EXS in Writing and 50% will achieve EXS in Maths.
Identify, via Language Link screening, the underlying needs around speech and language of all children (disorders and barriers) to help equip teachers with strategies to address specific needs within their class.	Consistent, high-quality teaching across the Academy and targeted intervention, for those who require it, to address speech and language barriers which will improve outcomes in reading and writing.
Support vulnerable families improve mental health and wellbeing: raising self-esteem and confidence leading to increased motivation and attainment.	A clear and open dialogue between school and home. 100% attendance to parents' evenings. All PPchildren will achieve above 96% attendance at the academy over the academic year. Supporting pupils' wellbeing and being able to offer support at the earliest opportunity. Pupils and families will have access to a school counsellor or promptly sign posted to relevant agencies.
Self-regulatory strategies will be explicitly taught using Zones of Regulation programme; initially to Year 3 but with the intention of it becoming a whole school approach. Children	During learning walks, increased independence will be evident. Children will be able to clearly articulate the steps in learning more confidently.

will be able to habitually implement these strategies and give them more ownership of their learning and overcome any future challenges.	Staff will observe more of a growth mindset and an improvement in emotional literacy.
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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: £ 50,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
No More Marking Programme introduced in Years 3,4 & 5	EEF Toolkit- Feedback + 6 months	1,2, 7
Maths Meetings	EEF Toolkit- Mastery Learning +5 months	1,7
Release time for the development of local curriculum networks	EEF Toolkit- Collaborative Learning Approaches + 5 months	1-7
CPD on Zones of Regulation	EEF Toolkit - Metacognition and self-regulation + 7 months	7

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

Budgeted cost: £ 62,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Mentoring- Key Marginal DP pupils.	EEF Toolkit- One to One tuition + 5 months	1,2,6
Y6 English and maths tutoring through School-Led tutoring	EEF Toolkit- Small Group tuition + 4 months EEF Toolkit- One to One tuition + 5 months	1,2,6
Training and monitoring of delivery of targeted intervention programmes in	EEF Toolkit- Phonics + 5 months EEF Toolkit- Teaching Assistant interventions + 4 months	1,2,6

phonics, reading and speech & language	EEF Toolkit-Oral Language Interventions +6 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 104,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole academy approach to use Threshold and Show Me Stars routines to further develop and embed a behaviour culture and high expectations.	Teach Like a Champion	3,7
Increase capacity of the Attendance Team to raise attendance and reduce PA	Attendance Matters	3,4,5,7
Employ a counsellor for one day a week to ensure pupils' well-being and mental health needs are supported.	EEF Toolkit- Social & Emotional Learning + 4 months	3,4,5
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	2,3,5

Total budgeted cost: £ 216,840

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 2021 to 2022 academic year.

Attainment

End of Key Stage 2- There were 24 pupil premium pupils in this cohort. (2 pupils working at PKS)

	Combined	Reading	Writing	Maths
No of pupils	2	8	6	5
% Achieving EXS+	9%	36%	27%	23%
Diminishing difference between PP and non-PP children	-31%	-19%	-18%	-47%

End of Key Stage 1 – There were 13 pupil premium pupils in this cohort.

	Reading	Writing	Maths
No of pupils	5	2	5
% Achieving EXS+	39%	15%	39%
Diminishing difference between PP and non-PP children	-21%	-40%	-16%

Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club
Learning With Parents	Learning with Parents
Nuffield Early Language Intervention (NELI)	ELKLAN Training Ltd
PIXL	PIXL

Classroom Secrets	Classroom Secrets
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Service pupil premium funding (optional)

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)

Last year we completed the RE-SET Project and are now a Tender Healthy Relationship Champion School. We are working with the DfE (Department for Education) Behaviour Hub to develop a positive behaviour culture across the school. This will help to promote a culture of high expectations, positive communication and support the well-being of all pupils.