

3 Year Pupil Premium Strategy Statement 2022-2025

Edward Worlledge Ormiston Academy

Academy Overview

Academy name	Edward Worlledge Ormiston Academy
Pupils on role	330
Proportion of disadvantaged pupils	39.4%
Pupil Premium allocation this academic year	£216,840
Academic year (s) covered by this statement	2022 - 2025
Publish date	December 2022
Review date	December 2025
Statement authorised by	Mr Honey (Principal)
Pupil Premium Lead	Mrs Brett
Governor Lead	TBC

Key Stage 2 Pupil Premium – Progress

Progress in reading, writing and mathematics is calculated using the pupils' end of KS1 results to the end of KS2 results.

		No. Of PP Pupils in Cohort	Reading Progress	Writing Progress	Maths Progress
2022	Academy PP 2022	24 pupils	Data N/A	Data N/A	Data N/A
	National Other 2022		Data N/A	Data N/A	Data N/A
2021	Academy PP 2021	29 pupils	Data N/A	Data N/A	Data N/A
	National Other 2019		0.31	0.24	0.31
2019	Academy PP 2019	15 pupils	-4.9	-2.7	4.4
	National Other 2019		0.31	0.24	0.31

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Accelerate progress of disadvantaged pupils with a focus on core skills in literacy and numeracy, so that the gap between pupils eligible for Pupil Premium and those that are not eligible is reduced.</p> <p>Utilise feedback from No More Marking to inform the teaching of writing and target gaps in pupils' learning.</p>
Priority 2	<p>Ensure 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.</p>
Priority 3	<p>Ensure all PP children will achieve above 96% attendance at the academy over the academic year.</p> <p>Regular discussions with parents regarding attendance. 1st hour calling to prioritise PP families.</p> <p>Send attendance post cards and celebrate good attendance in celebration assemblies.</p>
Priority 4 EEF- Metacognition and Self-Regulation +7 months	<p>Implement The Zones to increase independence in self-regulation.</p> <p>Children will be able to clearly articulate the steps in learning more confidently.</p> <p>Staff will teach the skills explicitly. As a result, they will observe more of a growth mindset and an improvement in emotional literacy.</p>
Priority 5	<p>Identify and support DP with mild to moderate speech, language and communication needs.</p> <p>Screen the whole academy to identify the children. Intensive intervention to be led by trained TA's during the afternoon sessions.</p>
Priority 6	<p>Ensure that all pupils' life experiences are enriched through active participation in a range of enrichment activities such as educational visits and experiences, trips, holiday clubs and extra-curricular activities.</p>
Barriers to learning these priorities address	<p>Ensuring that quality first teaching in core subjects uses evidence- based whole class teaching strategies that are consistent across the school.</p>

	<p>Effective QLA data analysis in addition to targeted intervention needs to be forensic to plan effective teaching sequences to close gaps in learning.</p> <p>Pupils' knowledge and recall of strategies and facts in literacy and numeracy.</p> <p>Pupils' ability to apply strategies and facts in literacy and numeracy due to poor recall.</p> <p>Low resilience levels to tackle the demands of the curriculum particularly in writing.</p> <p>Attendance and punctuality issues including parents' attitudes around attendance post-pandemic.</p> <p>Safeguarding and welfare issues.</p>
Projected spending	

Teaching priorities for the current academic year

Aim	Target	Target date
Progress in reading KS2	<p>Reduce the average progress scores in KS2 reading. (<2-2023) To be at 0- 2025.)</p> <p>Reduce gap between DP and NDP to be equal to that of national average</p> <p>74% of cohort to meet expected standard by the end of KS2 (49% at EXS and 17% at GDS last year.)</p> <p>70% of disadvantaged pupils to meet expected standard by the end of KS2.</p>	July 2023
Attainment in reading KS1	Reduce the gap between KS1 Teacher Assessment and national average. (49% EXS+ whole cohort and 40% PP last year.)	May 2023

Progress in writing KS2	Reduce the average progress scores in KS2 writing. (<1)	July 2023
	Achieve national average progress scores in KS2 writing. (0)	July 2025
	Successfully complete statutory moderation.	June 2023
	Continue to ensure that disadvantaged pupils continue to perform at least in line with non-disadvantaged pupils or above at the end of KS2.	
Attainment in writing KS1	Reduce the gap between Teacher Assessment and national average. (40% EXS+ whole cohort and 13% PP last year.)	May 2023
Progress in mathematics KS2	Reduce the average progress scores in KS2 mathematics. (<2)	July 2023
	Achieve national average progress scores in KS2 mathematics. (0)	July 2025
Progress in mathematics KS1	Reduce the gap between KS1 SATS scores and national average.	May 2023
Phonics	Achieve at least in line with national average expected standard in the phonics screening check.	June 2023
Other	Reduce the % of PP children who are PA by 10+% (21.4% Jan 2023)	July 2023
	Reduce persistent absence of all pupils and those with PP to be in line with national.	July 2025

Teaching

Measure	Activity
<p>Priority 1</p> <p>EEF-Reading Comprehension skills +6months</p>	<p>Continue with a whole academy focus on improving outcomes in reading.</p> <p>Determine impact on pupils' attainment through monitoring cycle, book scrutiny and tracking data.</p> <p>Target lowest 20% readers across the academy for rapid improvement</p> <p>Continue implementation and monitoring of VIPERS.</p>
<p>Priority 2</p>	<p>Teachers give students sufficient time to practise retrieval, ask questions, and get the desired help via the use of the Rosenshine's Principles. Teachers make each principle explicit in their planning to ensure consistency across the academy.</p> <p>This links with Ark Curriculum schemes of work.</p> <p>Children continue to rehearse what they have learned by summarising, analysing and applying their knowledge. Children will be able to confidently retrieve prior learning and apply to other areas of the curriculum.</p>
<p>Priority 3</p>	<p>Continue with a whole academy focus on improving outcomes in writing.</p> <p>Use No More Marking, a Comparative Judgement programme, to provide teachers with a detailed understanding of children's writing.</p> <p>Shared good practice and moderation to ensure alignment and consistency.</p> <p>Regular monitoring with the academies Primary Director.</p> <p>Explore new strategies and programmes to improve writing outcomes.</p>
<p>Priority 4</p>	<p>Continue to implement Maths Mastery to improve outcomes and develop more consistency across the academy.</p> <p>Regularly revisit key areas of learning through Maths Meetings in line with Rosenshine's Principles.</p> <p>Same day intervention to address misconceptions from that day's lesson.</p>
<p>Priority 5</p>	<p>Practise effective feedback to assist children to reflect on their learning so they can make adjustments with increasing independence.</p> <p>Continue to use 'pause, bounce, pounce' strategy</p>

	to increase engagement and participation encourage children to practise and apply live feedback.
Barriers to learning these priorities address	<p>Ensuring that pupils read widely, fluently and with greater understanding and providing catch up across the curriculum, especially in LKS2.</p> <p>Specific needs in literacy and numeracy including SEN.</p> <p>Lack of resilience to face challenges of the curriculum.</p>
Projected spending	£92, 000

Targeted academic support for the current academic year

Measure	Activity
Priority 1 <i>EEF- Phonics +4 months</i>	Targeted phonics catch up for pupils in Year 3 and Year 4 who did not pass the Year 2 phonics retakes.
Priority 2 <i>EEF- Reducing Class Size + 3 months</i> <i>EEF- Small Group Tuition +4 months</i>	<p>Additional staff for Y6 interventions in reading, writing and maths for 23 DP.</p> <p>Pre-teaching and 1:2 same day interventions for maths.</p> <p>Pre-teaching and 1:4 interventions for reading/writing twice weekly.</p>
Priority 3 <i>EEF- Parental Engagement +3 months</i>	Use Learning with Parents and Class Dojo to engage parents more in their child's learning.
Priority 4	<p>Provide funding to enable disadvantaged pupils to increase cultural capital through additional study sessions leading up to KS2 SATS.</p> <p>Increase students' awareness of cultural awareness and their world beyond the school gates with trips and residential; provide funding for DP children to ensure they have equal opportunities to non-DP children.</p> <p>Improve good study and independence through teaching of self-regulation strategies via the Zones of Regulation programme (Year 3 initially) and introduce and implement 'Brain, Board, Buddy, Boss' system to all classed to improve mindset and independence.</p>

	In EYFS, ensure the curriculum and planned activities are exciting, stimulating and enhance the experience and opportunities available to those disadvantaged children who enter Reception with gaps, so that they gain the essential knowledge that they need.
Priority 5	Targeted support to address SLCN barriers using Language Link. Whole school screening to take place to identify children and intensive afternoon intervention led by teaching assistants.
Barriers to learning these priorities address	Specific needs in Literacy and numeracy. Complex family structures influencing several potential barriers e.g. differing parenting styles on split sites, parental disengagement, socio-economic disadvantage
Projected spending	£20,000.00

Wider strategies for the current academic year

Measure	Activity
Priority 1	Attendance support for pupils and families. Reduce PA for disadvantaged pupils from 21.4% to >10%.
Priority 2 Arts Participation +2 months Outdoor Adventure Learning +4 months Sports Participation +2 months	Subsidise extra-curricular activities and visits, uniform grant. Extend pupils' life experiences. Develop positive behaviours, social skills, attitudes to learning, knowledge and skills application.
Priority 3	Increase attendance at whole school events by parents of DP. Issue personal invitations, flexibility (within reason) of alternative appointments and times.
Priority 4	Ensure DP have opportunities to raise their aspirations through Aspiration's Week and outside visitors to assemblies. Positively promote and personally invite DP children and families to enrichment activities including cafes and
Barriers to learning these priorities address	Attendance and readiness to learn. Complex family structures influencing several potential barriers e.g. differing parenting styles on split sites, parental disengagement, socio-economic disadvantage
Projected spending	£65,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring time is allocated to allow for staff professional development.</p> <p>Balancing priorities against other academy priorities for improvement.</p> <p>Ensuring adequate time for English and Maths Subject Leads to research and support staff to establish consistent practice across the academy.</p>	<p>Use of INSET days and planned CPD time as part of the weekly timetable for staff meetings.</p> <p>P to support Maths Subject Lead. (New to role.) VP to work with Reading Lead to ensure a co-ordinated approach to improve literacy outcomes.</p> <p>Ensure all Subject Leads have adequate release time to develop, administer and monitor the curriculum.</p>
Targeted support	<p>Ensure SLCN interventions are delivered to identified children and are effective.</p> <p>Staffing – having suitable adults to deliver extra-curricular activities outside of school hours.</p> <p>Timetable constraints.</p>	<p>Work alongside SENDCO to monitor the implementation and effectiveness of the interventions.</p> <p>Consider opportunities for additional payment for HLTAs and securing specialist support for developing other areas such as motivation, social skills, and well-being.</p> <p>Blocking – consider delivering metacognition/self-regulation/</p>

	Ensuring opportunities to work with individuals and facilitate opportunities for collaboration with Year Group staff and specialist staff including tutor, mentor, counsellor, SENCO, external agencies.	<p>well-being lessons intensively over a few weeks to have the greatest impact.</p> <p>Assemblies</p>
Wider strategies	<p>Engaging the families facing the greatest challenges.</p> <p>Developing more of a positive culture towards behaviour (staff, children and parents.)</p>	<p>Open door policy, working closely with support services, signposting, and regular personal dialogue.</p> <p>JH to implement behaviour and reward flow charts for staff to use and share with children.</p> <p>Include PFA and parent governors in planning events/coffee mornings to help engage other parents.</p> <p>Positive messages more frequent to parents via postcards and Dojo messages/posts.</p>

Review: last year's aims and outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 - 2023** academic year.

Aim	Outcome
<p>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.</p>	<p>Pupil Premium attendance was 89.2% (from the start of the academic year)</p> <p><u>KS2 results</u></p> <p>Maths - 19% Diminishing difference between PP and non-PP children -33%</p> <p>Reading - 33% Diminishing difference between PP and non-PP children -19%</p> <p>Writing – 14% Diminishing difference between PP and non-PP children -26%</p> <p>RWM Combined – 10% Diminishing difference between PP and non-PP children -38%</p> <ul style="list-style-type: none"> • RWM combined - ARE+ gap between pp and non pp is 38% • Writing significantly lower than reading and maths and this has • 1 pp child working at GDS for reading • Writing has impacted the combined score for pp children <p><u>KS1 results</u></p> <p>Maths – 87.5 of disadvantaged pupils achieved ARE+. Diminishing difference between PP and non-PP children +29.5%</p>

	<p>Reading – 75% of disadvantaged pupils achieved ARE+. Diminishing difference between PP and non-PP children +5.7%</p> <p>Writing - 75% of disadvantaged pupils achieved ARE+. Diminishing difference between PP and non-PP children +15.9%</p> <ul style="list-style-type: none"> • RWM combined - ARE+ gap between pp and non pp is 20.5% • ARE+ scores for reading, writing and maths all better than non pp • 3 pp children working at GDS in reading and 1 in maths • Maths is impacting the combined score but because pp number are low (8 children) it would be a real opportunity to close the gap completely. <p>Phonics</p> <p>64% of disadvantaged pupils passed the Phonics Screening Check compared to 79% non-disadvantaged pupils.</p>
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.	All children screened – of the children who required intervention, 49% were disadvantaged pupils. Interventions took place 3 x a week, all year. Language Link interventions to continue for the next academic year.
Support vulnerable families improve mental health and wellbeing: raising self-esteem and confidence leading to increased motivation and attainment.	The academy continues to support children with uniform. We have counselling support, Drawing and Talking, Elsa. Wrap around care is offered free of charge for disadvantaged Pupils who require it. Year 6 children, who wanted to attend the end of year residential, were fully funded to go.
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 will be able to habitually implement these strategies and give them more ownership of their learning and overcome any future challenges.	Year 3 ran Zones of Regulation Intervention with a whole class approach. Displays of all four zones were up in both classes. Timetable constraints hindered successful implementation; moving forward, the intervention would run better if tailored to individual children.

Review: last year's aims and outcomes 2021- 2022

This details the impact that our pupil premium activity had on pupils in the **2021 – 2022** academic year.

Aim	Outcome
<p>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.</p>	<p>End of KS2 SATs results show that 25% PP children have achieved EXS+ in reading. One PP child achieved GDS having started the year at EXS.</p> <p>46% of PP children made better than expected progress from their KS1 outcomes.</p> <p>In the Y1 PSC data for PP was in line with outcomes for non-PP pupils. (86%/88% respectively.)</p> <p>For pupils in Y2 PSC data showed that PP children achieved above their non-PP peers (90%/ 75%.)</p> <p>Phonics data for the academy was above national.</p>
	<p>Regular Pupil Progress meetings and a greater consistency of approach to Core Team meetings across the school have enabled staff to analyse data more forensically leading to targeted teaching and further interventions. 5 PP children were WTS on entry to Y6 and achieved EXS by the end of KS2.</p> <p>Support was given by the Maths Lead for the Trust for the academic year and planned a bespoke curriculum for Y6 to ensure targeted teaching.</p> <p>38% PP children started Y6 at WTS and achieved EXS+ in maths by the end of the academic year.</p> <p>29% of PP children made better than expected progress in maths from their KS1 outcomes.</p>
	<p>In writing 25% PP children achieved EXS by the end of KS2 following attendance at weekly booster classes for Y6 pupils along with twice weekly writing interventions.</p> <p>46% of PP children made better than expected progress from their KS1 outcomes.</p>

