

# Pupil premium strategy statement – Edward Worlledge Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	39.4
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	December 15 <sup>th</sup> 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Craig Honey
Pupil premium lead	Stacey Brett
Governor / Trustee lead	Rhian Harris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 203,700
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>	£22,813
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£226,513

# 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 recognise 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. Alongside quality first teaching, our pastoral care, rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and enables us to plan and implement intervention strategies. We work closely with families and external agencies to ensure children have their needs met and that any additional needs are not a barrier to them learning and reaching their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils need to make accelerated progress to meet national expectations in RWM.
2	Disadvantaged pupils on average have a vocabulary knowledge 1/3 of size of their none disadvantaged peers. This presents a challenge in all curriculum areas particularly in reading.
3	The attendance and punctuality of our disadvantaged pupils is lower than their non-disadvantaged peers.
4	Large proportion of disadvantaged children have underdeveloped oral language skills and vocabulary gaps.
5	Emotional and well-being needs among disadvantaged families: low self-esteem, confidence and aspiration. Children being adversely affected by issues out of their control.
6	Poor emotional regulation and lack of resilience which can lead to challenging behaviour for some.

## 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
To increase outcomes in EYFS, KS1, and KS2. Demonstrate a closure of gaps in attainment 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.  Pupil Premium Lead and Teaching and Learning Leader to support Subject Leaders to consider their curriculum plans from the lens of the experience of a PP pupil. This will ensure that adequate pre-learning in place.
To increase parental engagement leading to an improvement in good behaviour and learning support at home.	More parents will engage with Learning With Parents and Class Dojo. The gap in attendance figures for DP will reduce and in line with national average.

	Communication with parents via Class Dojo and Tapestry – parent's to be allowed to respond to comments and upload own content
To achieve and sustain improved wellbeing for disadvantaged pupils with SEMH difficulties.	<p>Levels of wellbeing will be demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. These will show:</p> <ul style="list-style-type: none"> <li>• Childrens' self-regulation and resilience will noticeably improve.</li> <li>• Childrens' emotional literacy will improve, enabling them to communicate their thoughts and feelings more appropriately.</li> <li>• Children value and develop more positive behaviours for learning.</li> <li>• Reduction in internal and external referrals.</li> </ul> <p>A system will be in place to meet with Pupil Premium pupils to review their learning and wider enrichment opportunities available to them.</p>
To improve attendance to 96.5% and reduce PA to be in line with national average.	<p>A whole school attendance culture through understanding our specific school barriers and defined attendance roles for all staff.</p> <p>Attendance rewards will be revised and used to promote good attendance.</p> <p>Target children will be identified early, and class teacher to invite parents/carers in for meetings to build open and honest dialogue.</p> <p>There will be a clear definition as to what stage each intervention starts eg 92% teacher meeting, 90% medical evidence letter; this will be shared with parents/carers through attendance information leaflet.</p>
Improve oracy and develop tier 2 vocabulary.	<p>Vocabulary maps created for each subject area for staff to use to inform planning and be clearly recorded. These are to be explicitly taught within lessons.</p> <p>Vocabulary spines, with a selected curriculum of vocabulary for cross-</p>

	<p>curricular instruction, will be used by all teaching staff.</p> <p>Ensure the map identifies key vocabulary for EYFS that prepares pupils for the Year 1 curriculum.</p> <p>Teachers will be teaching bespoke definitions of vocabulary rather than dictionary definitions.</p> <p>Core strategies and routines for teaching vocabulary to be devised and implemented to reflect pupil experience and wider context.</p>
<p>Improve transition for disadvantaged pupil to reduce gaps in attainment.</p>	<p>Through a more cohesive tracking strategy, disadvantaged pupils with one or more vulnerabilities will be identified earlier and their barriers will be clearly distinguished.</p> <p>Monitoring of strategies used in the classroom will ensure that the needs are being met and that these strategies are effective.</p> <p>SENDCO, Pupil Premium, EAL and DSL will work more collaboratively in ensuring that a full package of support is in place for these children.</p> <p>Core Team meetings to include a pupil premium focus.</p> <p>Staff will be more knowledgeable of these children and be more equipped to address these gaps and have more focussed dialogue with each other.</p>

## 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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Write Stuff	EEF Toolkit- Feedback + 6 months	2,4,1
CPD for all staff - Vocabulary tiers, including words that straddle Tier 2 & 3. Implicit and Explicit instruction.	EEF 'Vocabulary in Action' / Alex Quigley- Closing the Vocabulary Gap/ Bringing Words to Life, Beck et al, 2020	2,4,1
Quality interactions (extending vocab and cultural capital on different levels)	EEF - Preparing For Literacy	2,4,1
Ark Curriculum + (with introduction of booklets for foundation subjects.)	EEF Toolkit- Mastery Learning +5 months	2,4,1

## Targeted academic support

Budgeted cost: £127,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and monitoring of delivery of targeted intervention programmes in phonics, reading and speech & language £93,996	EEF Toolkit- Phonics + 5 months EEF Toolkit- Teaching Assistant interventions + 4 months	1,2,4
KS2 English and maths tutoring £12,000	EEF Toolkit- Small Group tuition + 4 months EEF Toolkit- One to One tuition + 5 months	1,2,4
Mita (maximising the use of teaching assistants.) £21,293	British Educational Research Association	1,2,3,4,5,6
Language Link	EEF Improving Literacy for KS1 EEF Preparing For Literacy +6 months	1,2,3,4

## Wider strategies

Budgeted cost: £ 50,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of whole academy approach to Threshold and Show Me Stars routines to embed a positive behaviour culture with high expectations for all – added inclusion of, 'Wonderful Walking.'	Teach Like A Champion	3,6
Ensure full access for PP children to participate in enrichment opportunities including residential. £5,000	EF Toolkit- Arts Participation +3 months	2,3,4,5,6

Scholars – Brilliance Club £2,100	Higher Education Access Tracker (HEAT)  EEF Metacognition and self regulated learning +7 months	1,4,5,6
Aim High	EEF Metacognition and self regulated learning +7 months  IPEELL :Using Self-Regulation to Improve Writing. Calderdale Excellence Partnership +9 months	1,4,5,6
Future Stars	EF Toolkit- Social & Emotional Learning + 4 months	1,4,5,6
Counselling £8,000	EEF Toolkit- Social & Emotional Learning + 4 months	3,5,6,
Increase capacity of the Attendance Team to raise attendance and reduce PA £33,154	Attendance Matters	1,3,5,6
National School Breakfast Programme to ensure every child has a daily breakfast £2,000	<a href="http://www.family-action.org.uk">www.family-action.org.uk</a>	1,3,5,6

**Total budgeted cost: £ 227,543**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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><b>Maths</b> - 19% Diminishing difference between PP and non-PP children <b>-33%</b>  <b>Reading</b> - 33% Diminishing difference between PP and non-PP children <b>-19%</b> <b>Writing</b> – 14% Diminishing difference between PP and non-PP children <b>-26%</b>  <b>RWM Combined</b> – 10% Diminishing difference between PP and non-PP children <b>-38%</b></p> <ul style="list-style-type: none"> <li>• RWM combined - ARE+ gap between pp and non pp is 38%</li> <li>• Writing significantly lower than reading and maths and this has</li> <li>• 1 pp child working at GDS for reading</li> <li>• Writing has impacted the combined score for pp children</li> </ul> <p><u>KS1 results</u></p> <p><b>Maths</b> – 87.5 of disadvantaged pupils achieved ARE+. Diminishing difference between PP and non-PP children <b>+29.5%</b> <b>Reading</b> – 75% of disadvantaged pupils achieved ARE+. Diminishing difference between PP and non-PP children <b>+5.7%</b> <b>Writing</b> - 75% of disadvantaged pupils achieved ARE+. Diminishing difference between PP and non-PP children <b>+15.9%</b></p> <p>RWM combined - ARE+ gap between pp and non pp is 20.5%</p> <p>ARE+ scores for reading, writing and maths all better than non pp</p> <p>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> <p><u>Phonics</u></p>

	64% of disadvantaged pupils passed the Phonics Screening Check compared to 79% non-disadvantaged pupils.
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.

## Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club
Learning with Parents	Learning with Parents
Pixl	Pixl
ELSA	Elsa-support Ltd.