

Pupil premium strategy statement – Edward Worlledge Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	280
Proportion (%) of pupil premium eligible pupils	41% (116)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Craig Honey
Pupil premium lead	Stacey Brett
Governor / Trustee lead	Rhian Harris

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£ 190,471
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>	£0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <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>	£190,471

Part A: Pupil premium strategy plan

Statement of intent

At Edward Worlledge Ormiston Academy our we have the highest expectations for all pupils irrespective of their backgrounds; we believe that every child can achieve the highest possible standards regardless of any barriers to learning they may face.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved, alongside progress for their disadvantaged peers

When considering pupil barriers, we adopt a holistic approach: focusing on the child's social and emotional wellbeing. We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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
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1	Narrowing the GAP in attainment between PP (44%) and non-PP.
2	Disadvantaged pupils on average have a vocabulary knowledge 1/3 of size of their none disadvantaged peers.
3	The attendance and punctuality of our disadvantaged pupils is lower than their non-disadvantaged peers.
4	Closing the GAP in early language acquisition between PP and non-PP children.
5	Emotional and well-being needs among disadvantaged families: low self-esteem, confidence and aspiration and this effecting their behaviours in school.
6	Poor emotional regulation and lack of resilience can lead to challenging behaviour.

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
Close the gap in Reading, Writing and Maths attainment between PP (44%) and non-PP.	<p>Disadvantaged pupils will make the same or accelerated progress compared to their more advantaged peers as evidenced by PIXL and end of KS data.</p> <p>Core team meetings to include discussions around pupil premium children to ensure a) staff are aware of who these children are b) ensure that those falling behind are getting in class support/intervention.</p> <p>PP lead to work closely the with Teaching and Learning lead and SENDCO to promote more cohesive conversations about these children.</p> <p>Analyse data for PP gaps in W/R/M and combined</p> <p>Interview PP children to gain pupil voice</p> <p>PP to become standing item on core team meeting</p> <p>Timetable PP learning walks</p> <p>PP Lead to support R/W/M leads with PP monitoring</p> <p>Set up case studies of strong provision</p>

	<p>Ensure all staff access, analyse and act upon assessment data</p> <p>Pupils receive targeted academic support based on assessment information</p> <p>Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.</p>
<p>To improve teaching and learning routines to secure attention and 'drive thought.'</p>	<p>Staff will have embedded routines within their teaching which the children will be familiar with. This will improve transitions within the classroom and ensure attention is secured before moving on:</p> <ul style="list-style-type: none"> • Questioning with accountability. • Cold calling - 'Pose, pause, pounce, bounce.' • Purple and green partners - 'Write, Pair, Share.' <p>Routines will be rehearsed in staff meetings and monitored using Step Lab.</p> <p>Children will be giving 100% of their attention to the teacher: this will be addressed non-verbally with 'scanning' if it is not happening.</p> <p>Whole school assemblies to introduce non-verbal routines.</p>
<p>To improve attendance to 96.5% and reduce PA to be in line with national average.</p>	<p>Work with the trust behaviour lead and Inclusion Team for support in addressing challenging behaviours of the children (vast majority of behaviour incidents and suspensions are with PP children.) Family support teams working alongside pp families and regular communication between all parties involved.</p> <p>SLT to monitor the gate for longer during morning drop off to approach parents/guardians of the child running in late.</p>
<p>Improve oracy and develop Tier 2 vocabulary.</p>	<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-curricular instruction, will be used by all teaching staff.</p>

	<p>Teachers will be teaching bespoke definitions of vocabulary rather than dictionary definitions.</p> <p>KS2 Topical Talk Festival to promote discussion and debate over a range of current and diverse topics.</p> <p>Pre teaching of vocabulary prior to reading lessons which is transferable to all areas of the curriculum. Words and images and widgits to assist the understanding of the definition.</p> <p>Working walls with key/new vocabulary displayed throughout the unit of work for children to refer back to.</p> <p>Staff to use Widgit programme to create consistent visuals for new vocabulary.</p>
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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

Budgeted cost: £8.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Step Lab – monitoring, feedback and CPD	EEF: Effective professional development	1,2
OAT Reading conferences	EEF: Improving Literacy in KS2	1,2,4

	Alex Quigley: Closing the reading gap; Closing the vocabulary gap	
OAT Teaching and Learning conferences	EEF: Effective professional development	1,2,4
OAT Behaviour conferences	EEF: Improving behaviours in school	5,6
Group rehearsal sessions (in house and trust wide.)	EEF: Effective Teacher Development	1,
Right To Succeed	EEF: Developing teachers	1,2,4
Reading Consultant	Alex Quigley: Closing the reading gap; Closing the vocabulary gap	1,2,4

Targeted academic support

Budgeted cost: £170,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring (Year 6) Reading, writing and maths. Writing GDS group.	EEF: Small group tuition +4 months	1,2
High quality, evidence-based interventions in small groups or 1:1	EEF: Individualised Instruction +4 months EEF: Teaching Assistant Interventions +4 months EEF: Small group tuition +4 months	1,2
Precision teaching	EEF: Individualised Instruction +4 months	1
MITA programme	EEF: Maximising the Impact of Teaching Assistants	1

Wider strategies

Budgeted cost: £ 12,000

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	Teach Like A Champion	1,3,5,6
Ensure full access for PP children to participate in enrichment opportunities including residential.	EF Toolkit- Arts Participation +3 months	1,3,5,6
Scholars – Brilliant Club	Higher Education Access Tracker (HEAT) EEF Metacognition and self regulated learning +7 months	1,2,4,6
Future Stars	EEF Toolkit- Social & Emotional Learning + 4 months	1,5,6
National School Breakfast Programme to ensure every child has a daily breakfast	www.family-action.org.uk	3,5,6
Topical Talk Festival	OAT Oracy Strategy working with Amy Rose	2,4

Total budgeted cost: £ 190,471

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Review
<p>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.</p>	<p>Reception GLD -18% between PP and non-PP children</p> <p>KS1 Exp+ -14% between PP and non-PP children</p> <p>KS2 RWM combined -16% between PP and non-PP children</p> <p>Reading PP outcomes – 59%</p> <p>Writing PP outcomes – 40%</p> <p>Maths PP outcomes – 46%</p>
<p>To increase parental engagement leading to an improvement in good behaviour and learning support at home.</p>	<p>Regular contact with parents and guardians. Parents being asked to come into school to support their child's behaviour. Part time timetables implemented.</p> <p>Post-incident reflection sheets completed with children and shared with parents.</p> <p>Personalised invites for parents for hard-to-reach parents.</p>
<p>To achieve and sustain improved wellbeing for disadvantaged pupils with SEMH difficulties.</p>	<p>Sensory circuits for identified KS1 pupils. Drawing and Talking with KS2 children who struggle with self-regulation. Therapy sessions with pupils suffering trauma. Brand new sensory room for main school and outdoor sensory circuit garden.</p> <p>Staff trained on emotional based school avoidance (EBSA)</p>

<p>To improve attendance to 96.5% and reduce PA to be in line with national average.</p>	<p>As of December 2024:</p> <p>Whole School – 93.7</p> <p>Pupil Premium – 91.2</p> <p>Non-Pupil premium – 95.7</p> <p>School work hard to look beyond the data and build strong relationships with the children and their families. attendance figures affected by:</p> <ul style="list-style-type: none"> · 2 x part time timetables · 8 x unauthorised holidays · 4 x passport / visa applications · 2 suspensions totaling 6 days (referral made to LA Inclusion service and to OAT Behaviour team) <p>Other strategies to improve and encourage good attendance:</p> <ul style="list-style-type: none"> • Attendance postcards • First-hour calling • Half-termly rewards
<p>Improve oracy and develop Tier 2 vocabulary.</p>	<p>OAT Student Voice with 2 children elected from 9 pupils who applied.</p> <p>10 Oracy Champions who promoted the importance of oracy and met regularly to learn skills of confident talking.</p> <p>Talk The Talk training which focussed on confident communication for life for 30 UKS2 pupils.</p> <p>Pre-teaching of vocabulary.</p>
<p>Improve transition for disadvantaged pupil to reduce gaps in attainment.</p>	<p>Improved transition programme to ensure a holistic handover between classes.</p> <p>Teachers looking at Venn diagrams to analyse data and look at next steps for individual children.</p> <p>Core team meetings have a pupil premium focus and is an agenda item for SLT meetings.</p>

Externally provided programmes

Programme	Provider
The Scholars Programme	The Brilliant Club
PIXL	PIXL
ELSA	Elsa-support Ltd.
EBSA Horizons	EdPsychEd
Times Table Rock Stars	TTRS
Language Link	Language Link
Rapid Reading	Pearsons
The Write Stuff	Jane Consadine
Little Wandle	Little Wandle Letters and sounds
Widgit	Widgit Online
Maths Mastery	Ark Curriculum Plus