Pupil premium strategy – Edward Worlledge Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium for the **2025 to 2028** 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	238
Proportion (%) of pupil premium eligible pupils	41.8% (100 pupils)
	2025-2026 2026 – 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Craig Honey
Pupil premium lead	Stacey Brett
Governor / Trustee lead	Joe Waters

Funding overview

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

Part A: Pupil premium strategy plan

Statement of intent

At Edward Worlledge Ormiston Academy, we are committed to ensuring that every child—regardless of their background or starting point—can fulfil their potential and thrive both academically and personally. We recognise that some pupils face barriers to learning and achievement, and we are dedicated to overcoming these through the effective use of Pupil Premium funding.

Our approach is rooted in equity, aspiration, and inclusion. We use our funding strategically to:

- Provide high-quality teaching for all pupils, with targeted support where needed;
- Remove barriers to learning and participation, ensuring equal access to enrichment and wider opportunities;
- Support pupils' social, emotional, and mental wellbeing, enabling them to be confident, resilient learners;
- Work closely with families and the wider community to promote engagement and achievement for all.

Through careful analysis of data, regular evaluation of impact, and a commitment to continuous improvement, we ensure that Pupil Premium funding is used effectively to make a measurable difference to the lives and outcomes of our children.

Our goal is to ensure that every child we serve —regardless of background—has the right support, opportunities, and encouragement to succeed and reach 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	**Attainment** The attainment gap between children in receipt of pupil premium (pp) funding and those who are not, is historically below non-pp children. _See table below_
2	**Parental engagement** Emotional and well-being needs among disadvantaged families hinder engagement with school. Parental SEMH needs affecting the children.
3	**Behaviour and Culture** Poor executive functioning skills (self-control, emotional control, working memory, flexibility and self-monitoring,) which lead to behavioural incidents. September 25 – November 25 behaviour log shows a huge proportion of incidents by PP children.
4	**Attendance** Attendance data shows gap between pp and non pp children. PP children have a higher percentage of lates and UA.
5	**Spoken and written language** A high percentage of PP children are entering EYFS already behind their peers with spoken language. Barriers to acquiring new vocabulary have an impact on language comprehension, which hinders reading comprehension.
6	**Enrichment and cultural capital** The percentage of PP children engaging in enrichment is significantly below non-pp children. Budgeting constraints, mixed with the tightening of household finances, have been limiting the opportunities for a broad enrichment offer that we have previously been able to offer.

Table within Challenge 1:

End of KS2	No. Of PP Pupils in Cohort	R	W	M	RWM
2024-2025	25/49	26.1%	59.3%	20%	12%
2023 - 2024	21/48	57.1%	19%	38.1%	14.3%
2022-2023	21/53	38.1%	23.8%	38.1%	14.3%

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
Attainment Achievement of disadvantaged pupils will be at least in line with non-disadvantaged cohort: diminishing the difference between pupils eligible for Pupil Premium and all others.	**2025-2026** **Key Performance Indicators** | KPI	Targets 2025/26
EYFS GLD (All pupils)	70% (88%)
EYFS GLD (DA)	65% (62%)
Year 1 Phonics Test (All pupils)	67% (77%)
Year 1 Phonics Test (DA)	62% (62%)
Year 6 Reading (All pupils)	74% (83%)
Year 6 Reading (DA)	69% (69%)
Year 6 Writing (All pupils)	70% (79%)
Year 6 Writing (DA)	69% (69%)
Year 6 Maths (All pupils)	74% (83%)
Year 6 Maths (DA)	69% (69%)
Year 6 RWM (All pupils)	70% (79%)
Year 6 RWM (DA)	69% (69%) | • Fortnightly Core Team meetings monitor attainment and ensure assessment is meaningful and used to adjust teaching responsively. Meeting minutes will clearly identify PP children and the actions taken to close their gaps. • Renaissance Accelerated Star test used to assess children. Children flagged as **Urgent Intervention, Intervention, On Watch** to do Lexia Core 5 three times a week. Half termly tracking of Assessment data from Renaissance and Lexia ensures children attending intervention are making progress and the intervention is running as instructed. Children not making expected progress to be quickly flagged, discussed in Core team with revised steps planned. **By 2026-2027:** • Increase stakeholder understanding of the teaching priority including our universal offer to ensure that all pupils regardless of barriers can achieve. This will be communicated through newsletters, parent cafes, website, Facebook, Class Dojo and Year Group communication; • Review, update and deliver CPD on high-quality and effective marking and feedback **2027-2028** • KS2 outcomes for academic year: maths and reading outcomes to be in line with national average.

	• There will be no gap between pupil premium and non-pupil premium children. The gap between RWM outcomes will be in line with those of their non-pupil premium peers.
Parental Engagement	Strong communication links between home and school through: • parent cafes and coffee/craft mornings to be regularly planned throughout the year; • pastoral Lead to phone home to check in with parents/carers flagged as needing support personally, or with their child; • maths/Phonics/Reading Cafes planned in half termly; • pupil profiles to be created with the children; these to include latest data, the child's voice (WWW/EBI) and next steps and then shared with parents at parent's evenings; • Governors to attend school events to help develop links and communication with parents and caregivers; • recruitment of a parent governor to the LGB. • A PFA established, who work alongside our Pastoral Lead to broaden the communication links between parents and school. • Parent/toddler session regularly throughout the year. • Transition days at the end of the academic year to include a 'meet the teacher' session to establish relationships before the summer holiday.

	• Regular communication and sharing of academy events (inside and outside of the classroom) on social media platforms.
Behaviour and Culture Children can use a range of strategies to self-regulate, showing an improvement in their readiness to learn and engage.	**2025-2026:** • all classrooms to have a check in system in line with the Zones of Regulation colours; • a Zones of Regulation display in classrooms; • teachers beginning to use the language of Zones – introducing the emotional language and the physical feelings associated with it; • reset tables in all classrooms; all children to be directed to reset before consequence escalation; • adults modelling and inviting co-regulation as a tool for deescalation • reset station on the playground. • Fewer behavioural incidents involving PP children recorded. • Children are ready to learn with improved engagement and progress; consistent ratio of pp and non-pp entries into Golden Book. • Developed links with CPOA and parents will ensure that we are supported to address significant behaviours of 3 PP children to support transitions and expectations. **2026-2027** • Children are explicitly taught SEL skills via the Zones of Regulation which will be embedded within the PSHE curriculum: leading to an improvement in social and emotional literacy. • CPD for staff on Executive Functioning Skills and the barriers, behaviours linked to them; • Early, targeted pick-up using Zones of Regulation for children flagged as having poor executive functioning skills. • In-house ELSA trained practitioner to run targeted Emotional Literacy interventions; • Develop behaviour support model with all local High Schools linked to admission choices for Year 6 children.
Attendance Whole school attendance for pupil premium children will be in line with national.	Percentage of lates recorded for pp children will have reduced. The gap between pp and non-pp will have diminished. Overall absence attendance percentage will be in line with national. **By 2027-2028**

	• a consistent and sustained improvement in attendance.
Spoken and written language	**2025-2026** CPD and rehearsal using StepLab training on frontloading and chunking of instructions; this to be used consistently by all teaching staff. Staff use agreed 'securing attention' approaches consistently across the school, to ensure 100% of children are listening and ready to learn. Colourful semantics is beginning to be adopted to support transcription of spoken language and ideas for all, but in particular those with literacy barriers. Working walls with key/new vocabulary displayed throughout the unit of work for children to refer back to. Teachers to adapt Write Stuff units of work to support LPA children with building vocabulary and independent writing. Pre-teaching of key vocabulary using a range of real imagery, videos and Widgit. Think-Pair-Share, and Green/purple talk partners, alongside structured response frames are provided for the children; this will ensure the children can engage in partner talk effectively. Staff build a depth of knowledge of new words by revisiting them often, in different ways, and in different contexts; use of working walls as a tool to hook prior learning onto.
Enrichment and Cultural Capital	Percentage of PP children attending enrichment clubs after school will be in line or better than their non-pupil premium peers. Pre-planned enrichment calendar developed to ensure a breadth of extra-curricular activities. Pupil and parent voice to gather an understanding of the barriers for attending enrichment clubs.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explicit teaching of Social and Emotional Learning (SEL)	**Social and emotional learning** Moderate impact for moderate cost, based on extensive evidence £££££ 🔒🔒🔒🔒🔒 +4 (EEF Improving Social and Emotional Learning 2019)	3, 4
Implement Colourful Semantics as an approach to support spoken and written language learning across the curriculum.	Support and recommendation by an Education Psychologist working with the school to improve spoken and written language. **EEF Improving Literacy in KS1 2021** **EEF Improving Literacy in KS2 2021**	5
Implementing White Rose	**EEF Improving Mathematics in Key Stage 2 and 3 2017** **EEF Early Years and KS1 maths** **EEF T&L Toolkit – Mastery learning +5 months**	1
Steplab to deliver bespoke support and tailored coaching/CPD	**EEF: Effective Professional Development.** The mechanisms of professional development: A: Building knowledge B: Motivating teachers C: Developing teaching techniques D: Embedding practice	1, 3, 5
Widgit	**Closing The Vocabulary Gap**: Alex Quigley **Why Closing the Word Gap Matters:** Oxford Language Report **EEF Improving Literacy in KS1** - Recommendation 1: develop pupils' speaking and listening skills and wider understanding of language **EEF Improving Literacy in KS2** – Recommendation 1: Develop pupils' language capabilities	5

Maths Hub	**EEF T&L Toolkit – Mastery learning +5 months** **EEF Effective Professional Development 2021**	1
Right To Succeed	**EEF Effective Professional Development 2021** **EEF Improving Literacy in KS1 2021** **EEF Improving Literacy in KS2 2021** [ABOUT	Righttosucceed](#)	1, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Core 5 - personalized reading program for primary school students that builds fundamental literacy skills.	**EEF blog: Lexia Reading Core5 – What does the research tell us?** **EEF Improving Literacy in KS1 2021** **EEF Improving Literacy in KS2 2021**	1,5
Renaissance Reader	**EEF Improving Literacy in KS1 2021** **EEF Improving Literacy in KS2 2021**	1,5
Language Link	**EEF Oral Language interventions + 6 months**	1, 5
Colourful Semantics	**EEF Oral Language interventions + 6 months**	1, 5
Precision teaching	**Educational psychologist recommendation**	1, 5
Sumdog	**EEF Improving maths in KS2 and KS3:** Recommendation 5-7	1, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly and termly attendance incentive drives.	**EEF: Rapid evidence assessment on attendance interventions for school-aged pupils** **EEF blog: Supporting School Attendance: A new tool for reflection and planning** **EEF: Tiered Approach to Pupil Premium Spending**	1,4
Zones of Regulation	**EEF: Improving Social and Emotional Learning (2019)** **EEF blog: Can we fix it? The role of executive functioning skills in children's behavioural regulation**	3,5
Check ins	**EEF: Improving Social and Emotional Learning (2019)**	2, 4, 3
Reset	**EEF: Improving Social and Emotional Learning (2019)**	3
Elsa	**EEF: Improving Social and Emotional Learning (2019)** **EEF: Social and emotional learning strategies +3 months**	3, 5
Student leaders	**EEF: Rapid evidence assessment on attendance interventions for school-aged pupils** **EEF: Supporting school attendance** Published 31 January, 2024 **EEF: Tiered Approach to Pupil Premium Spending**	3, 4
OAT Enrichment Charter	**EEF: Supporting school attendance** Published 31 January, 2024 **EEF: Tiered Approach to Pupil Premium Spending**	1, 4, 6

Academy Enrichment offer	**EEF: Supporting school attendance** Published 31 January, 2024 **Tiered Approach to Pupil Premium Spending**	1,4, 6
Behaviour incentives/rewards	**EEF: Supporting school attendance** Published 31 January, 2024 EEF: Improving behaviours in school, 2019	2, 3, 4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Close the gap in Reading, Writing and Maths attainment between PP (44%) and non-PP.	(see tables below)

Reading

Whole Year Group	Ave Scaled Score	Ave Matched Scaled Score	Estimated Scaled Score	Progress measure	Secondary Ready Number	Secondary Ready Percent	Greater Depth Number	Greater Depth Percentage	SPaG Ave Scaled Score
All Pupils (54)	101.9				32.	59.3%	5	9.3%	98.9
PP (28)	100.8				15.	53.6%	3	10.7%	98.
Non-PP (26)	103.				17.	65.4%	2	7.7%	99.9

Writing/GPS

Whole Year Group	SPaG Ave Scaled Score	SPaG Ave Matched Scaled Score	Writing Estimated Scaled Score	Progress measure	SPaG Secondary Ready Number	SPaG Secondary Ready Percentage	SPaG GDS Number	SPaG GDS Percentage	Writing Secondary Ready Number	Writing Secondary Ready Percentage	Writing Greater Depth Number	Writing Greater Depth Percentage
All Pupils (54)	98.9				25	46.3%	5	9.3%	36.	66.7%	1	1.9%
PP (28)	98.				12	42.9%	1	3.6%	16.	57.1%	0	0.%
Non-PP (26)	99.9				13	50.%	4	15.4%	20.	76.9%	1	3.8%

Maths

Whole Year Group	Ave Scaled Score	Ave Matched Scaled Score	Estimated Scaled Score	Progress measure	Secondary Ready Number	Secondary Ready Percent	Greater Depth Number	Greater Depth Percentage
All Pupils (54)	99.3				27.	50.%	4	7.4%
PP (28)	97.6				11.	39.3%	2	7.1%
Non-PP (26)	101.				16.	61.5%	2	7.7%

	Combined							
Whole Year Group	Ave Scaled Score	Ave Matched Scaled Score	Estimated Scaled Score	Progress measure	Secondary Ready Number	Secondary Ready Percent	Greater Depth Number	Greater Depth Percentage
All Pupils (54)	98.4				24.	44.4%	0	0.%
PP (28)	96.8				10.	35.7%	0	0.%
Non-PP (26)	100.3				14.	53.8%	0	0.%

To improve teaching and learning routines to secure attention and 'drive thought.'	Transitions within and outside of the classroom have been embedded with consistent use of academy routines (1,2,3 move.) Staff using non-verbal cues. Drive thought routines continue to be used: • Cold calling - 'Pose, pause, pounce, bounce,' now used by teachers instinctively, more consistently. • Purple and green partners - 'Write, Pair, Share,' and 'Think, Pair, Share,' evident across the academy through learning walks and planning. • Scanning for 100% an embedded strategy. • High expectations of behaviour and **CPD** Routines and new ideas delivered and rehearsed in staff meetings. These are then the monitoring focus for the following week and monitored with bespoke 'next steps, 'using Step Lab.
To improve attendance to 96.5% and reduce PA to be in line with national average.	 Non Pupil Premium 124 (95.4%) Pupil Premium 86 (92.4%) -3% between pupil premium attendance and non-pupil premium. Whole school attendance for 2024-2025 –2.3% against national.
Improve oracy and develop Tier 2 vocabulary.	Vocabulary is pre-taught using images/videos and widgets in reading lessons. 'I say, you say,'used for choral response of key vocabulary.

	Insisting on full answers evident through learning walks and StepLab feedback. All schemes provide relevant and appropriate language to be pre-taught.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.