

Pupil premium strategy statement – Ormiston Rivers Academy

'Disadvantaged' pupils refers to those pupils who have been eligible for a free school meal at any point in the last six years and those who are looked after by a local authority or who have previously been looked after by a local authority.

Nationally, at the end of KS4, 23.8% of pupils were recorded as 'disadvantaged'. In 2022, figures published by the DfE showed that disadvantaged pupils at the end of KS4, on average, achieved GCSE results half a grade lower than their non-disadvantaged peers, the widest gap since 2011. To address the inequality in educational outcomes of disadvantaged pupils compared to their peers, the Government has, since 2011, allocated additional funding to schools. Full details on the funding arrangements can be found in the DfE guidance [Pupil Premium](#) and is summarised below.

Category	Description	Grant
Pupil Premium	Pupils in Year 7-11 recorded as Ever 6 FSM	£1,035
Pupil Premium Plus	Looked after children (LAC) and previously looked after children (PLAC)	£2,530

The Service Premium is not part of the Pupil Premium. This funding is to help with pastoral support.

Category	Description	Grant
Service Premium	Pupils in Year 7-11 recorded as Ever 6 Service Child i.e. parent is serving in HM Forces or has retired on a pension from the Ministry of Defence	£ 335

School overview

Detail	Data
Number of pupils in school	1115
Proportion (%) of pupil premium eligible pupils	160 (14.3%)
Academic year/years that our current pupil premium strategy plan covers (2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Joanne Williams
Pupil premium lead	William Frost & Joseph Priddle
Governor / Trustee lead	Tom Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 164,565
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>	£ 45,540
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
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>	£ 210,105

Part A: Pupil premium strategy plan

Statement of intent

Our students, regardless of socio-economic background, should all progress equally. The life chances of those with disadvantaged financial backgrounds should be equal to those that do not have that challenge. Our drive towards equality of experience, enrichment opportunities and exam outcomes for all is at the heart of our academy intentions. We believe that what happens in our classrooms in every period of every academy day is what makes the difference. As such we use our PP funding to provide a wide programme of support so that learning opportunities can be accessed without question or excuse. After all, higher attainment creates life chances and life choices.

Maximising the potential of disadvantaged pupils will involve the following graded approach:

- Identifying the controllable challenges.
- Identifying the pupils (and their needs).
- Implementing appropriate programmes and interventions.
- Managing the process in a sustainable way.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment of PP students at KS4 In 2023 the gap between disadvantaged and non-disadvantaged was 0.7. The current Y11 attainment shows a gap of 0.6. The academic gap is most notable in English, Maths and Science.
2	Literacy Disadvantaged students at Rivers find Literacy challenging. Based on the current NGRT for Year 7 students, there are 5.7% with a reading age of at least 4 years below their chronological age. For Pupil premium students this is nearly 11%. Disadvantaged students struggle with spelling, punctuation and grammar in the classroom significantly.
3	Attendance Disadvantaged attendance for the 22/23 academic year was 83.74%. The gap between disadvantaged and non was 7.73% For the first half-term of the 23/24 academic year the attendance of disadvantaged students is 85%. Persistent absence of disadvantaged children is 45%.
4	Behaviour Disadvantaged students accounted for 40% of all negative behaviour points last academic year. In addition to this, of the 227 suspension that happened last year 61.67% of them were disadvantaged students. Disadvantaged students accounted for 35% of all negative behaviour points taken place this academic year. Of the 9 suspension that have taken place 44.44% have been disadvantaged students.

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
Improved attainment	The gap between disadvantaged and Non reduced to is -0.3 for y11 and -0.2 for Y10
Improved literacy skills across KS3 & KS4	80% of students accelerate their reading age to at least within 6 months of their age.
Improved attendance	95% attendance for all PP pupils, discounting persistent absence. Reduce persistent absence of PP students from 45% to 35%.
Improved behaviour	Reduced number of suspensions overall for PP students by 50% Reduce negative behaviour points from 40% to 30%

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: £ 109,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Aloud Programme (Cost of books) Mentor time in KS3</p>	<p>Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become. During Read Aloud, students engage with a range of texts and are exposed to Tier 2 and 3 vocabulary frequently.</p> <p>Literacy is the foundation for reading, writing, communicating and socialising (Behaviour). Improved literacy skills result in intellectual advantages (attainment).</p> <p>We can overcome some of the disparity between fluent and non-fluent by reading aloud (this won't address reading fluency, but it will provide non-fluent readers with the cognitive advantages of reading. David Didau 2021</p>	<p>2 1</p>
<p>Undertake CAT4 and NGRT Reading Tests to diagnose the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions.</p>	<p>The CAT4 is similar to an IQ test and gives a snapshot of a pupil's potential, more so than traditional, curriculum-based tests. It identifies learning preferences and helps teachers to see which pupils will need assistance and support, as well as those who need to be challenged. NGRT reading tests give a breakdown of students reading ability, including comprehension which allows teachers to identify which part of reading is a particular challenge for each child. This allows staff to develop specific intervention to ensure the student makes progress.</p>	<p>2 1</p>
<p>Access to Library LRC before, during and after school</p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading in-creases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p> <p>Nearly 1 in 10 (9.7%) children and young people who received free school meals (FSMs) said that they did not have a book of their own. (National Literacy Trust 2022) Book ownership in 2022 National Literacy Trust</p>	<p>2</p>
<p>Improve Feedback across the academy. Implement success criteria into marking and feedback to highlight strengths and areas for improvement.</p>	<p>Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p>	<p>1</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Improve AFL and implement mastery across the academy.	Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies such as more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. Learners continue the cycle of studying and testing until the mastery criteria are met. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
All Behaviour (positive and negative) displayed on digital system (G4S) visible to parents, carers and students.	Decades of research have made one thing clear: parental involvement in education improves student attendance, social skills and behavior. It also helps children adapt better to school. In one instance, researchers looking at children’s academic and social development across first, third and fifth grade found that improvements in parental involvement are associated with fewer “problem behaviors” in students and improvements in social skills. Researchers also found that children with highly involved parents had “enhanced social functioning” and fewer behavior problems. AECF	4
PP identified on Seating plan		
Lexonik vocab programme for all teaching staff	“Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF Lexonik vocabulary will improve the Teaching and Learning of key terms and vocabulary at a subject level equip teachers with the tools to deliver high standards of literacy development support. Lexonik Vocabulary will help staff to teach the etymology of key words in the curriculum and will enable staff to model the use of vocabulary. “Pupils who begin with high verbal aptitudes find themselves in verbally enriched social environments and have a double advantage’. <i>Daniel Rigney (The Matthew Effect)</i>	1, 3
Improve literacy in all subject areas in line with recommendations in EEF Improving Literacy in Secondary Schools Embed a Reading Strategy which centres around three broad areas: identification, intervention and promotion.	Reading comprehension, vocabulary and other literacy skills are strongly linked with attainment in Maths and English - Closing the Word Gap - and disciplinary literacy is vital for pupils as they learn new, more complex concepts - Improving Literacy in Secondary Schools .	1 3
Establish a staff coaching programme, to continue to enhance pedagogy and best practice	“Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF	1

<p>Provide CPD and implement Middle leader subject audit and action planning for PP provision using step lab</p>	<p>“Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF This CPD and subject specific focus on Teaching and Learning provision by each department for Pupil Premium students will enable subject specific pedagogy and delivery development and enhance the quality of teaching and learning.</p>	<p>1</p>
<p>1:1 / Targeted small group teaching for English & Maths from specialist teachers (PHI & JMO)</p> <p><u>School Led Tutoring</u></p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling areas. +5 months EEF</p>	<p>1</p>

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

Budgeted cost: £ 36,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group after school support / Intervention for Y10 & Y11 for all subjects (Super 6)	Programmes that extend school time have a positive impact +3 months EEF	1
Morning Support in English, Maths, Science, and Humanities twice per week (1hr total) for Y11 for targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	1
Holiday Programme Support in all subjects for Y11 & Y10 targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	1
Academic resources purchased for each subject for all PP students	Aims to equip learners with the resources needed to successfully engage in lessons and to continue their learning independently at home through revision activities.	1
Reading intervention – Lexonik programme	<p>Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become. We can overcome some of the disparity between fluent and non-fluent by reading aloud (this won't address reading fluency, but it will provide non-fluent readers with the cognitive advantages of reading.</p> <p>David Didau 2021</p> <p>'The percentage of students who were decoding below the national average decreased four-fold, from 23.7% at the start of the programme to 6.9% at the end. At the same time, the percentage of children who were decoding above the national average saw a more than five-fold increase, rising from 4.5% to 24.0% at the end of the programme.'</p> <p>Lexonik National Literacy Trust Evaluation. Literacy Intervention Programmes That Empower Learning - Lexonik</p>	2
<p>Pupil Premium Team. A team of middle leaders assembled to identify academic underachievement in core subjects and support those students through a range of methods and strategies dependant on the needs of the student.</p> <ul style="list-style-type: none"> • English KS3 PP lead • English KS4 PP lead • Maths KS3 PP lead • Maths KS4 PP lead • Science PP lead 	<p>Mentoring and parental engagement are key factors when supporting disadvantaged students through their education. The pupil premium team will meet weekly and provide support, both academically and pastorally (wellbeing and attendance) to selected students in need of academic support within their subject.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1 3 4

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

Budgeted cost: £ 64,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy full time attendance officer to liaise with parents	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.	2
Embed attendance focus during mentor time (Pupils aware of Go4schools system to monitor own live attendance & Mentors have regular conversations with pupils about attendance)	Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	2
Rewards system for PP attendance	<p>The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>Students who have 5 consecutive days or longer off are supported with return to school and catch up of missed learning through new HOY meeting system. This will ensure gaps in learning are addressed and students supported in their return.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2
The Bridge MIC enhanced provision opened and working with identified students	Short term provision to support students in developing the learning dispositions, attitudes and characteristics needed to be well rounded, resilient learners, with the aim of transitioning back to mainstream setting.	4
Cultural Capital (Enrichment, visit & trips)	External, interactive learning activities tie learning to personal experiences and memories, helping students develop a deeper understanding of subjects and topics. This often promotes better behaviour, achievement and involvement back in the classroom	2 3 4
Introduce a series of interventions run by SSA's including anxiety, anger management and social skills	Behaviour interventions have a positive impact of +4 months EEF	2, 3, 4
PP students given priority access to Careers Interviews with the Independent Careers Advisor	Action put in place to ensure students can access CEAIG and help students to plan for next steps	3
Pupil Premium Team. A team of middle leaders assembled to support and motivate disadvantaged students in making the right choices. <ul style="list-style-type: none"> • Disengaged Mentor 	Mentoring and parental engagement are key factors when supporting disadvantaged students through their education. The pupil premium team will meet weekly and provide support to selected students in need pastoral support and wellbeing	1 3 4

<ul style="list-style-type: none">• House Points Mentor• Attendance Mentor KS3 & KS3	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
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Total budgeted cost: £ 210,105

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Our analysis and review shows that our intended outcomes have not been fully achieved. The main factor for this is the national teacher shortage which has affected students in terms of quality of teaching and consistent pastoral care. In light of the information below we have created a new three-year strategy.
Data from 2023.

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
PROGRESS 8	-0.09 [207]	-0.15 [96]	-0.04 [111]	-0.70 [27]	-0.33 [40]	0.30 [38]	-0.10 [126]	-0.42 [43]	-3.85 [1]	- [0]	0.88 [1]
ATTAINMENT 8	46.31 [211]	44.79 [98]	47.63 [113]	31.82 [29]	35.51 [42]	31.78 [38]	46.19 [126]	60.24 [43]	24.00 [1]	5.00 [1]	42.00 [2]

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
95 BASICS	33.6% [71]	38% [37]	30.1% [34]	13.8% [4]	21.4% [9]	2.6% [1]	27.8% [35]	76.7% [33]	0.0% [0]	0.0% [0]	50.0% [1]
94 BASICS	63.5% [134]	62.2% [61]	64.6% [73]	44.8% [13]	40.5% [17]	18.4% [7]	68.3% [86]	90.7% [39]	0.0% [0]	0.0% [0]	50.0% [1]

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
MATHS PROG	-0.55 [207]	-0.30 [96]	-0.77 [111]	-0.77 [27]	-0.42 [40]	0.00 [38]	-0.65 [126]	-0.76 [43]	-3.30 [1]	- [0]	0.83 [1]
ENGLISH PROG	-0.01 [207]	-0.25 [96]	0.20 [111]	-0.66 [27]	-0.52 [40]	0.11 [38]	0.01 [126]	-0.17 [43]	-3.42 [1]	- [0]	1.94 [1]
EBACC PROG	-0.44 [207]	-0.39 [96]	-0.48 [111]	-0.97 [27]	-0.48 [40]	-0.04 [38]	-0.48 [126]	-0.67 [43]	-3.57 [1]	- [0]	0.57 [1]
OPEN PROG	0.50 [207]	0.26 [96]	0.70 [111]	-0.41 [27]	-0.01 [40]	0.97 [38]	0.56 [126]	-0.11 [43]	-4.78 [1]	- [0]	0.51 [1]

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
APS	3.59 [211]	3.50 [98]	3.67 [113]	2.47 [29]	2.70 [42]	2.23 [38]	3.55 [126]	4.94 [43]	2.33 [1]	0.50 [1]	4.17 [2]
EBACC ENTRY	20.4% [43]	14% [34]	25.7% [29]	17.2% [5]	4.8% [2]	5.3% [2]	22.2% [28]	27.9% [12]	0.0% [0]	0.0% [0]	50.0% [1]
EBACC ENTRY 94	46.5% [20]	29% [4]	55.2% [16]	20.0% [1]	50.0% [1]	0.0% [0]	35.7% [10]	75.0% [9]	- [0]	- [0]	100.0% [1]
EBACC ENTRY 95	34.9% [15]	14% [2]	44.8% [13]	20.0% [1]	50.0% [1]	0.0% [0]	25.0% [7]	58.3% [7]	- [0]	- [0]	100.0% [1]

	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
PROGRESS 8	-0.70	-0.67	-0.03	-0.83	0.13
ATTAINMENT 8	31.82	-14.88	46.7	-18.48	50.3

	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
95 BASICS	13.8%	-29.4%	43.2%	-10.9%	24.7%
94 BASICS	44.8%	-19.8%	64.6%	0.1%	44.7%

	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
MATHS PROGRESS	-0.77	-0.75	-0.02	-0.88	0.11
ENGLISH PROGRESS	-0.66	-0.62	-0.04	-0.77	0.11
EBACC PROGRESS	-0.97	-0.94	-0.03	-1.11	0.14
OPEN PROGRESS	-0.41	-0.37	-0.04	-0.53	0.12

	Dis	vs Nat All	Nat	vs Nat nDis	Nat nDis
APS	2.47	-1.60	4.07	-1.96	4.43
EBACC ENTRY	17.2%	-22.8%	40.0%	-27.3%	44.5%

FOCUS 2021-2022	INTENDED OUTCOME	2022-2023 EVALUATION
Improved Literacy skills across KS3 & KS4	90% of students accelerate their reading age to at least within 6 months of their age. PP pupils achieve P8 target or better (P8 score of 0) in overall English Year 10 & Y11 end of year outcomes.	Disadvantaged students are responding well to reading interventions and classroom interventions. For our current Year 9 students 87% are within two years of reading age, and 89% of disadvantaged students are also within two years. Those reading at 4+ years below is down to 0.5%.

Improved attendance	96% attendance for all PP pupils, discounting persistent absence. Reduce persistent absence of PP students from 42.79% to 30%	Disadvantaged attendance for the 22/23 academic year was 83.74%. The gap between disadvantaged and non was 7.73% Persistent absence of disadvantaged children is currently at 45%.
Improved attainment for Dis Boys	P8 for disadvantaged boys reduces gap to 0.2 against non-disadvantaged boys	In 2023 disadvantaged boys P8 was -0.8 non-disadvantaged was -0.2 resulting in a gap of -0.6. T&L has been affected by the teacher shortage (up 93% nationally in the last academic year). https://www.theaccessgroup.com/en-gb/blog/edu-which-areas-in-england-have-the-biggest-teacher-shortages/
Improved behaviour	Reduce number of suspensions overall for PP students by 50%	Disadvantaged students accounted for 40% of all negative behaviour points last academic year. In addition to this, of the 227 suspension that happened last year 61.67% of them were disadvantaged students.

Externally provided programmes

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

Programme	Provider
NTP	National Tutor Programme
Lexonik	Lexonik

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A