

Pupil premium strategy statement – Ormiston Rivers Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	969
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 24
Date on which it will be reviewed	October 25
Statement authorised by	Joanne Williams
Pupil premium lead	William Frost
Governor / Trustee lead	Nicholas Gilmour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 177,450
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
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>	£ 177,450

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 2024 the gap in attainment between disadvantaged and non-disadvantaged was 1.46 grades, with a progress 8 gap of 0.66 grades.
2	Literacy Disadvantaged students at Rivers find Literacy challenging. Based on the current NGRT for Year 7 students, there are 4.9% non-disadvantaged pupils with a reading age of at least 4 years below their chronological age. For Pupil premium students this is 13.5%. Disadvantaged students struggle with spelling, punctuation and grammar in the classroom significantly, and this impacts across the majority of subjects.
3	Attendance Disadvantaged attendance for the 23/24 academic year was 81.23%. The gap between disadvantaged and non was 8.61%

	For the first half-term of the 24/25 academic year the attendance of disadvantaged students is 85.71%. Persistent absence of disadvantaged children is 37.63% for the first half term.
4	<p>Behaviour</p> <p>Disadvantaged students accounted for 31% of all negative behaviour points last academic year. In addition to this, of the 253 suspensions that happened last year 61% of them were disadvantaged students.</p> <p>Disadvantaged students accounted for 27% of all negative behaviour points taken place this academic year. Of the 84 suspensions that have taken place 54% have been disadvantaged students.</p>

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

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: £87,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Read Aloud Programme (Cost of books)</i> <i>Mentor time in KS3</i></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). 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>1 and 2</p>
<p><i>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.</i></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>1 and 2</p>
<p><i>Access to Library LRC before, during and after school</i></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). 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><i>Improve AFL and implement mastery across the academy.</i></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</p>	<p>1</p>

	<p>outcome of the task the process of the task the student's management of their learning or selfregulation, or about them as individuals (which tends to be the least effective).</p> <p>Feedback EEF</p>	
<p><i>All Behaviour (positive and negative) displayed on digital system (G4S) visible to parents, carers and students.</i></p>	<p>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 behaviour problems. Parental Involvement in Your Child's Education - The Annie E. Casey Foundation</p>	4
<p><i>PP identified on seating plans</i></p>	<p>Teachers need to know their pupils to understand how best to support their learning.</p>	
<p><i>Lexonik vocab programme for all teaching staff</i></p>	<p>"Quality teaching and learning is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF</p> <p>Lexonik vocabulary will improve the Teaching and Learning of key terms and vocabulary at a subject level and 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". Daniel Rigney (The Matthew Effect)</p>	1 and 3
<p><i>Improve literacy in all subject areas in line with recommendations in Improving Literacy in Secondary Schools EEF</i></p>	<p>Reading comprehension, vocabulary and other literacy skills are strongly linked with attainment in Maths and English - word-gap.pdf - and disciplinary literacy is vital for pupils as they learn new, more complex</p>	1 and 3

<i>Embed a Reading Strategy which centres around three broad areas: identification, intervention and promotion.</i>	concepts. Improving Literacy in Secondary Schools EEF	
<i>Establish a staff coaching programme, to continue to enhance pedagogy and best practice</i>	“Quality teaching and learning is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF	1
<i>Provide CPD and implement Middle leader subject audit and action planning for PP provision using step lab</i>	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.	1
<i>1:1 / Targeted small group teaching for English & Maths from specialist teachers (PHI & JMO)</i> School-led tutoring guidance	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	1

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

Budgeted cost: £ 38,043.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group after school support / Intervention for Y11 (Super 6)</i>	Programmes that extend school time have a positive impact +3 months EEF	1
<i>Morning Support in English, Maths, Science, and Humanities twice per week (1hr total) for Y11 for targeted pupils</i>	Programmes that extend school time have a positive impact +3 months EEF	1

<i>Holiday Programme Support for Y11 targeted pupils</i>	Programmes that extend school time have a positive impact +3 months EEF	1
<i>Academic resources purchased for each subject for PP students as needed</i>	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
<i>Reading intervention – Lexonik programme</i>	<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 Lite Literacy Intervention Programmes That Empower Learning - Lexonik</p>	2
<i>Pupil Premium Mentoring – a team of UPS and other staff to provide additional mentoring to targeted PP students. They will support their students through a range of strategies in line with the needs of the pupils, liaising with class teachers and stake holders as appropriate</i>	<p>Mentoring and parental engagement are key factors when supporting disadvantaged students through their education. The pupil premium team will provide support, both academically and pastorally (wellbeing and attendance) to selected students in need of academic support within their subject.</p> <p>Mentoring EEF</p> <p>Parental engagement EEF</p>	1 and 3 and 4

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

Budgeted cost: £51,506.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deploy full time attendance officer to liaise with parents</i>	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.	2
<i>Embed attendance focus during mentor time (Pupils aware of Go4schools system to monitor own live attendance & Mentors have regular conversations with pupils about attendance)</i>	Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress. 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	2
<i>Rewards system for PP attendance</i>	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 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 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. Parental engagement EEF	2
<i>Cultural Capital (Enrichment, visit & trips)</i>	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 and 3 and 4
<i>Introduce a series of interventions run by SSA's including anxiety, anger management and social skills</i>	Behaviour interventions have a positive impact of +4 months EEF	2 and 3 and 4
<i>PP students given priority access to Careers Interviews with</i>	Action put in place to ensure students can access CEAIG and help students to plan for next steps	3

<i>the Independent Careers Advisor</i>		
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Total budgeted cost: £ 177,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved attainment – This has not yet been fully achieved. We are making rapid progress with improvements to behaviour and teaching and learning, and these will begin to yield improved outcomes, particularly for disadvantaged students.

Improved literacy skills across KS3 & KS4 – This has not yet been fully achieved. The lexonik programme is becoming embedded, and literacy will be an area for curriculum development, but this is not yet secure across the academy.

Improved attendance – PP (discounting PA) is currently at 97%, above the target of 95%. PP PA is at 38%, which is an improvement, but not yet reaching our target of 35%.

Improved behaviour – This has almost been achieved, with 31% of behaviour points allocated to PP last year, with a target of 30%. We have a dedicated SSA, as well as the additional PP mentoring team, working to address issues that arise in school to de-escalate them.

	All	Disadvantaged
Progress 8	-0.77	-1.37
Attainment 8	41.5	28.36
9-5 Basics	37.1	10.3
9-4 Basics	58.6	34.5
Maths Prog	-0.69	-1.37
English Prog	-0.44	-1.07
EBACC Prog	-0.9	-1.35
Open Prog	-0.97	-1.89
APS	3.49	2.43
EBACC Entry	15.60%	10.30%
EBACC Entry 9-4	44.80%	0%
EBACC Entry 9-5	37.90%	0%

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
Lexonik	Lexonik

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***

The impact of that spending on service pupil premium eligible pupils

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 or recovery premium funding.