Pupil premium strategy statement – Ormiston Rivers Academy

'Disadvantaged' pupils refers to those who have been eligible for a free school meal (FSM) at any point in the last six years (FSM Ever 6) and those who are looked-after by a Local Authority (LAC) or previously looked-after children (PLAC). Nationally, schools continue to receive additional funding through the Pupil Premium (PP) to help improve the educational outcomes of disadvantaged pupils and close the attainment gap between them and their peers. As of the latest DfE conditions of grant for 2025–26, the purpose of the Pupil Premium is clearly stated as: *"improving the educational outcomes of disadvantaged pupils… accelerating their progress and raising their attainment so as to close the national attainment gap between disadvantaged pupils and their peers."* Current policy also emphasises that while the Pupil Premium is based on FSM eligibility (and LAC/PLAC status), its purpose is not simply to provide additional resources for FSM – but to ensure high-quality teaching, targeted academic support and wider strategies (including attendance, behaviour, wellbeing and cultural capital) are used to address barriers to learning.

Schools are required to publish an updated Pupil Premium Strategy Statement for each academic year by 31 December, using the DfE template. As evidence shows, the disadvantage gap remains a significant challenge: for example, recent analysis highlights that pupils who are persistently disadvantaged (eligible for FSM for the majority of their schooling) fall further behind their peers than those with shorter-term disadvantage, and that gaps remain wide going into post-16. Therefore, at Ormiston Rivers Academy we recognise that the Pupil Premium is a strategic tool to ensure that all our disadvantaged learners are supported to achieve their full potential. Our approach is driven by:

- diagnosing the specific barriers to learning for our disadvantaged pupils;
- deploying evidence-informed interventions and high-quality teaching;
- evaluating impact rigorously and adapting our strategy accordingly.

Category	Description	Grant
Pupil Premium	Pupils in Year 7-11 recorded as Ever 6 FSM	£1,075
Pupil Premium Plus	Looked after children (LAC) and previously looked after children (PLAC)	£2,630

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	£ 350

School overview

Detail	Data
Number of pupils in school	1109
Proportion (%) of pupil premium eligible pupils	196 (17.66%)
Academic year/years that our current pupil premium strategy plan covers (	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Dijana Piralic
Pupil premium lead	Gary O'Toole
Governor / Trustee lead	Tom Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 185,975
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ 0
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*	£ 185,975

Part A: Pupil premium strategy plan
Statement of intent

Our Vision and Intent

At Ormiston Rivers Academy, we believe that every student—regardless of socio-economic background—should have the same opportunity to thrive, achieve, and succeed. The life chances of those facing financial disadvantage should be equal to those of their peers. Our mission is to ensure equality of experience, enrichment, and academic outcomes for all learners. We recognise that the most significant impact on students' success comes from what happens in our classrooms every lesson, every day. Therefore, our Pupil Premium funding is used strategically to remove barriers, enhance the quality of teaching, and ensure that every learner can access the full curriculum without restriction or excuse.

After all, higher attainment leads to greater life chances and life choices.

Our Approach
Maximising the potential of disadvantaged pupils requires a clear, evidence-informed and sustainable approach. We will:

1. Identify the controllable challenges – analysing both internal and external barriers to learning that can be influenced through targeted action.
2. Identify the pupils and their individual needs – using data, staff insight, and student voice to ensure personalised support.
3. Implement high-impact programmes and interventions – informed by research evidence (EEF Toolkit) and aligned with our whole-school priorities.
4. Monitor, evaluate and refine the process – ensuring sustainable improvement through regular review, accountability, and adaptation.

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** Disadvantaged pupils achieved an average Attainment 8 score of 28.1, compared to the national disadvantaged average of 34.6 (–6.5). Non-disadvantaged pupils achieved 45.4, compared to the national non-disadvantaged average of 50.0 (–4.6). The in-school attainment gap between disadvantaged and non-disadvantaged pupils therefore stands at 17.3 points, broadly in line with the national gap, yet remaining a key focus for continued improvement.
2	**Literacy** Disadvantaged students at Rivers find Literacy challenging. Based on KS2 entry SATs scores • Year 7: 25% (9) of disadvantaged learners entered secondary education with literacy skills below national (below 100). • Year 8: 23.9% (11) of disadvantaged learners entered secondary education with literacy skills below national (below 100). • Year 9: 23.5% (14) of disadvantaged learners entered secondary education with literacy skills below national (below 100). • Year 10: 27% (6) of disadvantaged learners entered secondary education with literacy skills below national (below 100).
3	**Attendance** Pupil Premium students have a significantly lower attendance rate (82.68%) compared to their non-Pupil Premium peers (91.05%). Despite making up a smaller proportion of the school population (207 vs 913 students), Pupil Premium students account for a disproportionately high share of persistent absence, highlighting an urgent need for targeted intervention to close the attendance gap.
4	**Behaviour** Last year, 61.67% of the most serious behaviour incidents involved disadvantaged students. This academic year, disadvantaged students have accounted for 35% of all negative behaviour points recorded. Of the nine highest-level behaviour events recorded so far this year, 44.44% have involved 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 closer to national average	PP students to achieve Att.8 30-33

Improved literacy skills across KS3 & KS4	70% of students accelerate their reading age to at least within 6 months of their age.
Improved attendance	90% 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: £ 97,079

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Aloud Programme (Cost of books) Mentor time in KS3	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. 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	2 1
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.	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.	2 1
Access to Library LRC before, during and after school	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).	2

	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	
Improve Feedback across the academy. Implement success criteria into marking and feedback to highlight strengths and areas for improvement.	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). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	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'. *Daniel Rigney (The Matthew Effect)*	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
Provide CPD and implement Middle leader subject audit and action planning for PP provision using step lab	"Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF	1

	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.	

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

Budgeted cost: £ 32,118

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 three times per week (1.5hr 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	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. David Didau 2021 '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.' Lexonik National Literacy Trust Evaluation.Literacy Intervention Programmes That Empower Learning - Lexonik	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £56,778

| 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. The Department for Education (DfE) published research in 2016 which found that:	2
Rewards system for PP attendance	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 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	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. • 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

• House Points Mentor • Attendance Mentor KS3 & KS3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Total budgeted cost: £ 185,975

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

In 2025, outcomes for both disadvantaged and non-disadvantaged students were below national Attainment 8 averages; however, several stabilising and encouraging patterns are evident. The in-school attainment gap between disadvantaged (28.1) and non-disadvantaged students (45.4) stood at 17.3 points, which is broadly in line with the national picture and indicates that disadvantage is not being compounded by additional internal factors.

Performance for non-disadvantaged students improved notably compared to 2024 (43.9 → 45.4) and was in line with predictions, reflecting increasing curriculum security and consistency of teaching for this group. Disadvantaged outcomes remained broadly stable year-on-year (28.3 → 28.1), suggesting that while progress has not yet accelerated, outcomes have not deteriorated despite a challenging national context. The fact that disadvantaged students did not meet predicted outcomes (31.3 → 28.1) provides a clear and actionable focus for improvement, particularly around attendance, consistency of engagement, and earlier intervention. This clarity strengthens the school's capacity to target support more precisely and evaluate impact moving forward.

Overall, the data indicates a school that has secured improvement for non-disadvantaged students and maintained stability for disadvantaged learners, with a clearly identified priority to accelerate progress for disadvantaged pupils and close the attainment gap further.

DISADVANTAGED

	2024	2025	National 25
Dis	28.3	28.06	34.6
Non Dis	43.9	45.36	50
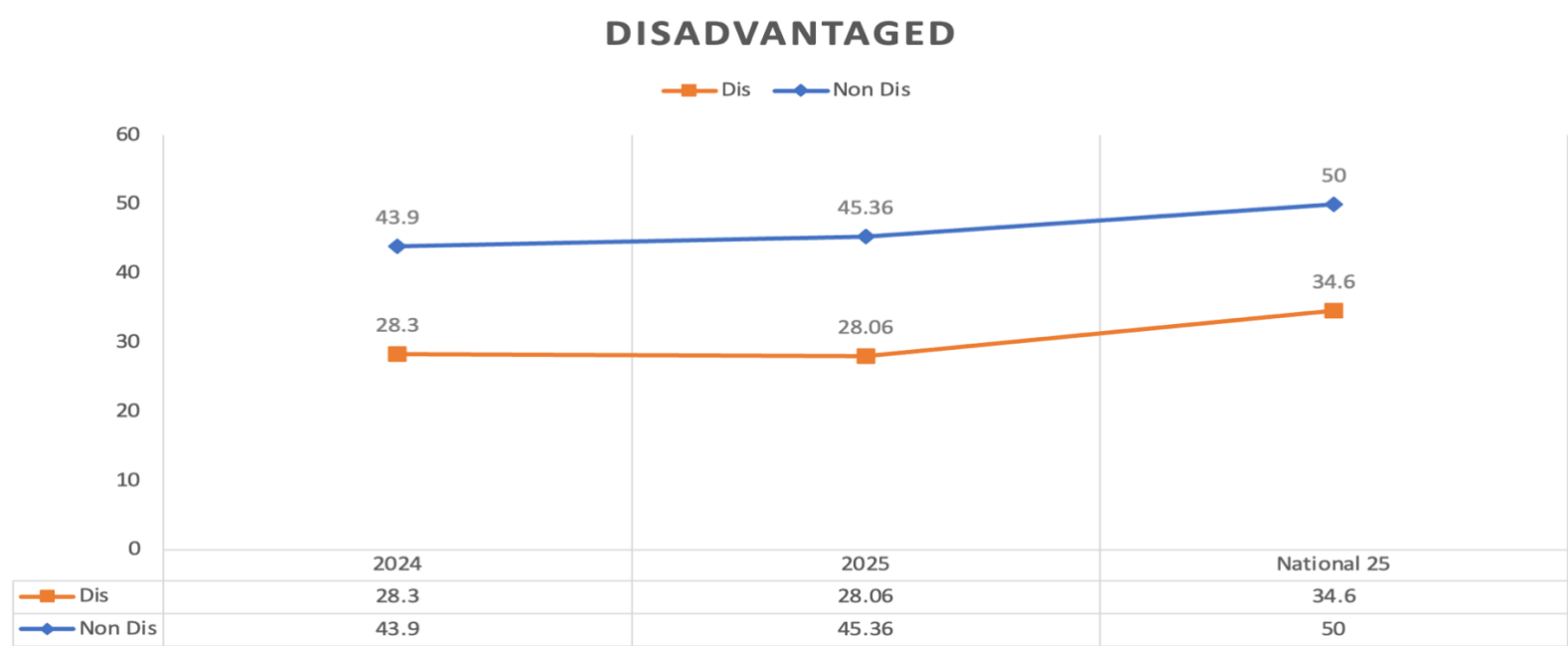
Externally provided programmes
Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP	National Tutor Programme
Lexonik	Lexonik

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A