

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
School name	Ormiston Horizon Academy
Number of pupils in school	1051
Proportion (%) of pupil premium eligible pupils	390 (37%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Andy Fitzgibbon
Pupil premium lead	Michelle Lawrence
Governor / Trustee lead	Helen Clayton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,450 (£955 pp)
Recovery premium funding allocation this academic year	£57,130
Tutor led funding	£47,871
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Recovery catch up carried over: £2663.36
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

*The ultimate objective of the pupil premium strategy plan is to ensure an equitable education is in place to ensure all students, especially those identified as disadvantaged, are provided with an inspirational and ambitious learning journey to achieve beyond their Horizons. Strategies will be applied within the classroom and throughout academy life to ensure our disadvantaged learners have the best opportunities to achieve and prepare for life beyond secondary education.*

*The pupil premium strategy identifies key actions and monitoring processes that are to be implemented to ensure equity of education for all disadvantaged learners throughout the academy.*

*The key principles of the strategy plan are:*

- 1. Ensuring disadvantaged students are identified by teaching and non-teaching staff*
- 2. Ensuring strategies within the classroom support the learning of all learners, especially those from a disadvantaged background*
- 3. Ensuring strategies are in place to provide opportunities for and support the personal development of disadvantaged learners*
- 4. Ensuring disadvantaged learners are supported for their transition beyond secondary education*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Attendance of disadvantaged students is significantly lower than their non-disadvantaged peers.</i>
2	<i>Behaviour incidents recorded for disadvantaged learners are higher than those of their non-disadvantaged peers.</i>
3	<i>The achievement gap between disadvantaged and non-disadvantaged students is significant.</i>
4	<i>Reading ages of disadvantaged students are significantly lower than those of their non-disadvantaged peers.</i>
5	<i>The parental engagement of disadvantaged students is lower than those of non-disadvantaged students.</i>

6	The attendance at enrichment clubs is lower for disadvantaged than non-disadvantaged students.
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## 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
1. Improve attendance of disadvantaged students	Attendance of disadvantaged students to be in line with national average.
2. Reduce fixed term exclusions for disadvantaged students	The gap between behavioural incidents and FTEs for disadvantaged students is reduced in comparison with non-disadvantaged students.
3. Reduce the pupil premium achievement gap	Decrease the pupil premium P8 gap by 0.2 in comparison to 2019.
4. Reduce the reading age gap between disadvantaged and non-disadvantaged students	The number of disadvantaged students whose reading age matches their chronological age has increased.
5. Increase parental engagement of parents from a disadvantaged background	Decrease the parental engagement gap to <5%.
6. Increase the number of disadvantaged students accessing enrichment activities	Attendance of disadvantaged students at extracurricular activities is in line with at least the academy profile (37% disadvantaged).

## 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: £321,031.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD</i>	Mixed ability setting Feedback Classroom pedagogy	1, 2, 3, 4, 5, 6
<i>Staff CPD to support SEMH</i>	Social and emotional learning - EEF	2
<i>Staff recruitment in English, maths, science &amp; Ebacc to support Horizon Group</i>	Reducing class size - EEF	3, 4
<i>Employment of English and Maths Tutor</i>	Small group tuition – EEF	3, 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths and English tutoring for identified PP individuals</i>	Small group tuition - EEF	3
<i>Targeted P6 intervention programme</i>	Extending the school day - EEF	3, 6
<i>Y11 Residential</i>	Summer schools - EEF	3
<i>Y10 Residential</i>	Summer schools - EEF	3
<i>Small Group Tutoring in Science</i>	Small group tuition - EEF	3
<i>The Brilliant Club programme for Year 10 students</i>	Small group tuition - EEF	3

<i>Y7 Planet Orbit Catch-Up Programme</i>	Small group tuition – EEF Reading comprehension strategies - EEF	3, 4
<i>Half Term Intervention Programme</i>	Summer schools - EEF	3
<i>Revision Resources for all Y11 students</i>	Independent learning	3
<i>Literacy resources for WSRs</i>	Reading comprehension strategies - EEF	4

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

Budgeted cost: £ 27,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Targeted attendance interventions for Pupil Premium students, e.g. Port Vale mentoring</i>	Mentoring – EEF Behaviour Intervention - EEF	1
<i>Use of the Horizon Hub to reduce potential PA cases and increase attendance for individual students</i>	Mentoring – EEF Behaviour Intervention - EEF	1, 5
<i>Girls on Board peer relationship training for all KS3 girls</i>	Mentoring – EEF Behaviour Intervention - EEF	2
<i>Cherished behaviour intervention for targeted individuals</i>	Mentoring – EEF Behaviour Intervention - EEF	2
<i>Employment of Attendance Support</i>	Staffing support	1, 5
<i>Introduction of Thrive to support vulnerable students</i>	Behaviour Intervention - EEF	1, 2
<i>Attendance Rewards</i>	Incentives	1, 2, 5, 6

**Total budgeted cost: £ 368,031.20**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### ***Outcome 1 Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults.***

Disadvantaged students were prioritised with careers appointments and college application support to reduce the number of NEET students.

### ***Outcome 2 All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects***

Primary school data was effectively implemented to ensure all Year 7 students accessed an ambitious curriculum whilst missed KS2 content was addressed. Impact of Covid meant the follow up GL Assessments could not be completed effectively to provide a data-based improvement.

### ***Outcome 3 Plan and implement short, medium and long term catch up curriculum plans for all year groups that mitigate against lost teaching time***

Curriculum catch up plans implemented in all subjects to allow all students to access curriculum content. Online teaching was delivered and disadvantaged students were provided with the necessary resources to access remotely.

### ***Outcome 4 All students make rapid progress in their literacy so that they have caught up deficit by December***

Due to the impact of Covid on live, remote and blended teaching this was difficult to track and monitor last academic year, however new strategies have been implemented this year to further address and track this.

### ***Outcome 5 Bespoke CPD programme ensures quality first teaching across the academy***

Staff briefings, meetings and training still took place virtually to support staff development during this time. Staff feedback against teaching standards was then used to build the CPD programme for the subsequent academic year, ensuring this was bespoke to career stage, academy priorities and personal need.

### ***Outcome 6 Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20***

The impact of Covid significantly impacted the attendance rates of all students, particularly those with a disadvantaged background. Strategies in place to ensure this is addressed this academic year.

***Outcome 7 Students’ demonstrate positive mental health and wellbeing and exceptional personal and social development***

The introduction of the Horizon Hub provided a new and valuable resource to support students’ mental health, and reduce the number of potential PA students.

Continuation of external and internal agencies ensured students still accessed necessary services throughout this period.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Revision made easy	MADE
KS4 Revision Resource	GCSEPod
English and Maths Catch Up	Pet-XI

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*A number of whole school strategies are in the process of implementation to increase equity of education for our disadvantaged students including:*

- Mixed ability setting in Key Stage 3*
- Development of the Key Stage 3 curriculum intent in all subjects to ensure ambition for all*
- Consistent approaches to lesson structure and classroom practice strategies*
- New assessment strategy in development in Key Stage*
- Use of micro scripts in classrooms and on corridors*