

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Endeavour Academy
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	JDS
Pupil premium lead	GTD
Governor / Trustee lead	K. O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198, 405
Recovery premium funding allocation this academic year	£ 29,652.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£228057.50

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

In line with our core values (Building Aspirations, Achieving Excellence and Fostering Kindness) and our curriculum intent;

- Teach a core knowledge base in a wide range of subjects; inspiring them to ask questions and delve deeper into topics to understand, appreciate and interact with the world around them.
- Teach a broader understanding of the world around them; encouraging independent and creative thinking and linking the learning from different areas.
- Teach the key elements to support effective literacy and language development.
- Develop a variety of skills in students to support their on-going learning; developing resilience, teamwork, creativity and a passion and enjoyment for learning.
- Develop the key skills that support students in developing effective personal well-being and relationships; confidence, tolerance, respect, effective communication.
- Support students in progressing; providing appropriate, valued opportunities suitable for the individual in the context of their developing aspirations.
- Support students in understanding their place in the world; providing the knowledge and skills to be successful citizens.

Our intent for all pupil premium students;

Identify and remove barriers

Ensure all opportunities are available

Support in both their academic and personal development.

Challenges

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

Challenge number	Detail of challenge
1	Attendance- PP students have lower attendance than their Non-PP peers, PP students are also more likely to be persistent absentees than their peers.
2	Academic ambition – students should have high aspirations of themselves and for their futures. We need to encourage students to go onto further and higher education and increase their range of cultural capital.
3	Literacy – PP students on average have a lower reading age than their peers, with them having less access to literacy opportunities outside school.
4	Attitudes and behaviour – Students sometimes have a negative attitude towards school and themselves. This directly impacts on their success unless we act to tackle this challenge.
5	Numeracy – PP students tend towards lower confidence with mathematical knowledge and numeracy skills when they join the academy in Year 7.
6	Access to resources- PP students and their families often find it hard to purchase the relevant materials for school which can result in persistent absence, bullying and negative behaviour incidents.

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
Attendance - Reduce the number of days missed by PP students and the number of students with long term absences.	By 2024 % attendance for PP students inline with non-pp and above national average.
Academic ambition – students should have high aspirations of themselves and for their futures. We need to encourage students to go onto further and higher education and increase their range of cultural capital.	By 2024 the P8 gap between PP and non-PP will be 0.

Literacy – close any gaps in reading age and ensure that all students can communicate accurately and confidently orally or in writing.	By 2024 Literacy is no longer a barrier to success for PP students (linked to P8 target).
Behaviour- PP students behaviour incidents are in line with their peers.	BY 2024 FTE and PEX rates for PP students inline with non-PP students and below national average.

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: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Academy	Implement professional development programmes with care, taking into consideration the context and needs of the school (EEF)	2, 4
Providing effective feedback	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF)	2, 4
Reading Aloud Programme	Students who are read to will experience hearing more sophisticated vocabulary. Students' read along with staff and therefore will gain a wider vocabulary.	2,3,4,6
Design and delivery of a knowledge-rich curriculum	A curriculum which is knowledge rich will challenge students preconceptions of the world and build their cultural capital thus reducing the gap between PP and non-PP in terms of experiences.	2,3,4,5,6
Regular Subject Meetings for planning and development	Teachers need to be able to have time to plan challenging lessons, moderate assessments and be able to discuss strategies for intervention. Allowing this to happen means that high quality content delivery can happen.	2.
Quality Assurance that actively promotes curriculum development	Staff need to be developed and QA allows strengths to be shared and areas of development identified. Combined with the regular meetings this allows for a robust curriculum to be in place.	2

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

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources (IT, revision guides, equipment to support learning)	Access to technology and curricula materials, EEF Pupil Premium	6
<i>Use of MyTutor to support underachievement at KS4 in English/ Maths</i>	EEF states that "instruction with older pupils of secondary age tend to show higher effects. It may be that the impact is increased when pupils are more skilled at managing their own learning."	2,3, 5
Literacy and numeracy interventions	Oral literacy interventions via reading aloud and encouraging students to do so have a really high impact for little input and minimum expenditure.	2,3,4,5
KS4 Maths, English and Science form time intervention	Focussed intervention based upon diagnostic assessment by form teachers means that these short sharp interventions should have an impact on raising attainment in a focussed way.	2,3,4,5
Deployment of TAs	TA's can be very effective in supporting the needs of the most vulnerable learners. With specific instructions and knowledge of the students they are supporting, and with effective CPD, TA's provide a high impact return for the investment.	1,2,3,4,5,6
HLTA intervention for small groups and individuals	Evidence shows that as long as these are well planned and specific they can have an impact. This will involve teachers running assessments and interventions happening in specific areas for a specified amount of time not an on-going affair.	1,2,3,4,5,6,

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

Budgeted cost: £ 108000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring and intervention on poor attendance including use of the local authority EWO	Attendance is important for students to achieve, and PP students, on average, often attend less than their peers due to the barriers faced at home. Therefore, working with families via an EWO will allow students to return more quickly to education and families be supported.	1 primarily but 2-6 as a result.
Pastoral support packages (internal and external)	Supporting students so that they exhibit the correct learning behaviours (respect, appropriate communication) can improve the academic performance of the child and the class as well as promoting greater engagement and an improvement in self-esteem (EEF behaviour interventions)	1,2,4
Endeavour Experience to promote engagement with cultural capital entitlement	Evidence from the EEF suggests that arts interaction can result in better academic performance and more positive attitude to learning.	1,2,4,6
Attendance team support	At present, the EEF are only now researching this but we have found with support from the academy and EWO families can resolve the issues and bring students back to learning. Last year a large % of our persistent absentees returned to learning as a result of these interventions.	1,2,4
Breakfast Club	Hungry children find it difficult to learn. Therefore, offering students	1,2,4

	breakfast it enables students to have a healthy start to the day and a place to come if parents start work early, ensuring that they are looked after and nurtured.	
School chaplain counselling provision	Specialised support for students via mental health and behaviour can improve self-esteem and increase engagement (according to the EEF review of behaviour interventions)	1,2,4

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

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.

Strategy Area	Actions	Review/ Outcomes
<ul style="list-style-type: none"> PP1 : To reduce the knowledge deficit caused by lockdown and which exists as a barrier to many disadvantaged students. 	<p>Small group intervention sessions run after school by TA's and HLTA's to overcome gaps in learning and to reduce the skills deficit.</p> <p>Opportunities for students to access materials which may help them bridge the gap in knowledge acquisition.</p> <p>Equipment provided to support students in access learning e.g. calculators, stationery and uniform.</p>	<p>Small group sessions run by designated TA (funding from Catch-up premium). Students identified by NGRT and pre-admission information.</p> <p>TA's and HLTA</p> <p>Materials such as blazers were purchased by the academy for a small number of students.</p> <p>Footwear was the biggest expenditure.</p> <p>All Year 10 students were purchased revision guides in all subjects to support them in the transition to Year 11.</p> <p>Devices were given to students to access home learning/ home work.</p>
PP2: To reduce the literacy gap which exists between disadvantaged and non-	Small group reading interventions with TA's where appropriate.	Students on average closed the gap by 0.4 years as a result of the intervention.

disadvantaged learners at KS3 and KS4.	NGRT to assess baselines	Students undertook a range of comprehension activities as well as activities in decoding and reading longer texts.
PP3: To develop the cultural capital of students	Fund to support trips and experiences.	Only one trip was run due to COVID restrictions. Some PP money was used to buy coaches for the HPA Science field-trip.
PP4: To continue to improve attendance so that the attendance of PP students is more in line with those of their peers	Attendance officer AHoY to support with attendance and barriers to attendance Raising achievement manager to run sessions to support catch up for those who have missed sessions.	Attendance rates were above the national average for both PP and non-PP students. (88% - June 2021) After school provision in place for students. Targeted PP students were contacted. Little take up in KS3, take up reduced after TAG's announced in March by Year 11.
PP5: CEIAG	CEIAG input for all students (7-11) Working with NEACO for mentoring of disadvantaged students.	Careers Quality Mark achieved. All PP students in Year 10 and 11 had a careers interview and were tracked as part of internal monitoring. Virtual talks were held and students invited.

Academic outcomes – As part of the TAG process, PP students achieved in line with their Non-PP peers.