Pupil premium strategy statement – Ormiston Endeavour 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	670
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jamie Daniels
Pupil premium lead	Gemma Theobald
Governor / Trustee lead	Kevin O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,650
Recovery premium funding allocation this academic year	£52,440
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£249,090

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 students 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. Further to the above, we have additional intent for our Pupil Premium students:
- Identify and remove barriers to learning.
- Ensure all opportunities are available.
- Support and challenge in both 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. Pupil premium 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 for their futures. We need to encourage students to go onto further and higher education and increase their range of cultural capital in order to model and inspire this self-aspiration.
3	Literacy. Pupil premium students have, on average, a lower reading age than their peers due to, often, having reduced access to literacy opportunities outside school.

4	Attitudes and behaviour. Students sometimes have a negative attitude toward school and themselves. This directly impacts on their success unless we act to tackle this challenge.
5	Numeracy. Pupil premium students tend towards lower confidence with mathematical knowledge and numeracy skills when they join the academy in Year 7.
6	Access to resources. Pupil premium 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 pupil premium students and the number of students with long-term absence.	By 2026, percentage attendance for pupil premium students will be in line with non-PP students and above national average.
Academic ambition. Students should have high aspirations of themselves and for their futures. We will encourage and support students to go onto further and higher education and increase their cultural capital.	By 2026, the Progress 8 gap between pupil premium and non-PP students will be zero.
Literacy. Close any gaps in reading age and ensure that all students can communicate accurately and confidently orally or in writing.	By 2026, literacy is no longer a barrier to success for pupil premium students (see Progress 8 target above).
Behaviour. Pupil premium students' behaviour incidents are in line with their peers.	By 2026, FTS and PEX rates for pupil premium students will be in line with non-PP students and below national averages.

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: £90,000

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, 3, 4, 5
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 Toolkit Evidence on Feedback)	2, 3, 4, 5
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. EEF Toolkit Evidence on Reading Comprehension Strategies	2,3,4,6
Metacognition strategies for reading and planning written responses	EEF Toolkit Evidence on Metacognition and Self-regulation	2, 3, 4
Design and delivery of a knowledge-rich curriculum	EEF 'Using your pupil premium funding effectively" EEF Toolkit Evidence on Arts Participation	2, 3, 5
Mastery curriculum for Maths	EEF Toolkit on Mastery Programme (Maths)	
Regular Subject Meetings for planning and development	EEF 'Using your pupil premium funding effectively" EEF Toolkit on Individualised Instruction	2, 3, 5
Quality Assurance that actively promotes curriculum development	EEF 'Using your pupil premium funding effectively"	2, 3, 5

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

Budgeted cost: £48,500

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 'Using your pupil premium funding effectively"	2, 5, 6
Literacy and numeracy interventions	EEF 'Using your pupil premium funding effectively"	2, 3, 4, 5
KS4 Maths, English and Science form time intervention	EEF 'Using your pupil premium funding effectively"	2, 3, 4, 5
Deployment of LSAs	EEF 'Using your pupil premium funding effectively" EEF Toolkit on Teaching Assistant Interventions	2, 3, 4, 5
HLTA intervention for small groups and individuals	EEF 'Using your pupil premium funding effectively" EEF Toolkit on Teaching Assistant Interventions	2, 3, 4, 5

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

Budgeted cost: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team support including use of the local authority EWO	EEF 'Using your pupil premium funding effectively"	1, 4
Pastoral support packages (internal and external)	EEF 'Using your pupil premium funding effectively" EEF Toolkit Evidence on Behaviour Interventions	1, 4
Endeavour Experience to promote engagement with cultural capital entitlement within the curriculum	EEF 'Using your pupil premium funding effectively" EEF Toolkit Evidence on Arts Participation	2, 4
Breakfast Club	EEF 'Using your pupil premium funding effectively"	1, 4
Mentoring programme	EEF Toolkit Evidence on Mentoring	

Total budgeted cost: £ 249,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance (for attendance and behaviour) and expected performance (for Year 11 results) is monitored throughout each academic year on a regular basis. This was discussed regularly throughout the year by key staff within the school, including at senior leadership meetings. This monitoring data was also reviewed at meetings of the academy's Strategic Progress Board (led by the Ormiston Academies Trust Regional Director) and the academy's Governing Body on, at least, a termly basis. End of year data is provided below.

	Pupil premium students	Non-pupil premium students
Attendance	87.18%	92.65%
Persistent absence	41.76%	23.26%
Suspensions	88 instances	122 instances
Permanent exclusions	0 students	3 students

	Pupil premium students	Whole cohort
Year 11 Progress 8	-0.32	-0.09
Year 11 Grade 9-5 English and Maths	20%	27.8%
Year 11 Grade 9-4 English and Maths	44%	54.2%

Further to this, data on reading and spelling ages was used to monitor the effectiveness of interventions and strategies to support students' progress in reading and literacy.

Destinations data is also reviewed to ensure that actions are taken to support all students in current and future years to progress to further education, training or employment.