

Pupil premium strategy statement – Ormiston Denes 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	724
Proportion (%) of pupil premium eligible pupils	56.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Caitlin Beales, Assistant Principal
Governor / Trustee lead	Tina Ellis, CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£483,182
Recovery premium funding allocation this academic year	None
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *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.	None
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>	£483,182

Part A: Pupil premium strategy plan. Statement of intent

At Ormiston Denes Academy we are entirely committed to ensuring that our young people achieve the very best that they can, regardless of the barriers they may face. We realise that it is our role to remove barriers that may exist. Our use of the Pupil Premium reflects the goal that our disadvantaged students have a right to achieve at least as well as their non-disadvantaged peers and that this achievement should at least be equal to performance nationally. This is particularly important to us as an academy, since we have a high proportion of disadvantaged students, thus we aim to close the gap in achievement with their non-disadvantaged peers.

Our pupil premium strategy is rooted in evidence, primarily from the Education Endowment Foundation (EEF) and reflects our local context.

High quality first teaching is at the centre of our strategy, as this is demonstrated to significantly close the achievement gap, but also serve to benefit those who are non-disadvantaged in our academy. We recognise that adaptive teaching in the classroom will be a high impact strategy for all of our learners, but particularly our disadvantaged students. Parallel to these efforts is the targeted application of support through the National Tutoring programme, plus other programmes such as Tassomai.

Identification and application of appropriate support will be founded upon developing a robust diagnostic assessment programme so that students are challenged and supported early, within a broader framework and ethos that all staff have a duty to assist the raising achievement agenda.

Challenges

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

Challenge number	Detail of challenge
1	Students may have difficulty accessing all the opportunities at Ormiston Denes because their attendance to school and their presence in lessons is too low. Support systems outside the academy may not be sufficient to enable them to access all that is on offer.
2	Students who are entitled to Pupil Premium are less likely nationally to attend well and are more likely to be fix-term excluded.
3	Students may have significant gaps in their core knowledge, skills and understanding - especially in key areas such as literacy - which in turn may lead to weaker progress across the curriculum. This gap has increased due to COVID 19 school closures.
4	Students may arrive at the academy with a limited depth and breadth of cultural capital which may limit their access to opportunities which would help them develop as individuals and in their academic progress.

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
To improve attendance of all students, particularly those who are in receipt of the Pupil Premium (PP) funding	Improved overall attendance for PP students with reduced absenteeism.
Ensure that student behaviour incidents and sanctions are decreased to allow students to access the curriculum and its teaching	A reduction in FTE's with fewer visits to the Reflection Room.
To narrow the attainment gap between disadvantaged students and their peers	Disadvantaged students will be making progress in line with or above their non-disadvantaged peers nationally.
To improve standards of literacy of all students, particularly those eligible for PP, so they have additional capacity to access the curriculum	Non-disadvantaged students will have improved reading and standards of comprehension in line with their non-disadvantaged peers nationally.
To enhance cultural capital so that students develop a good knowledge an understanding of the wider aspects of education and can access opportunities provided.	Increased engagement in extended learning/enrichment opportunities in clubs, visits and trips.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club and exam support breakfasts	A supervised breakfast club provision every morning to allow all students to remove hunger as a barrier to learning. This includes: - Supervision every morning from 7:45am - Cost of food - Cost of canteen staff Every morning throughout the exam mock period, a supervised breakfast is provided for all students ensuring they attend school for warm up sessions ahead of exams. This includes: 2 x RA mentors to support and supervise	1, 3
PSHE and Student Development Curriculum	Recruitment of PSHE co-ordinator to lead the development of co-curriculum, with assistance from Senior Leaders to develop implement and support learning and interventions for the promotion of healthier lifestyles and informed choices. This will help them to develop as individuals .	4

Literacy Development and staff CPD opportunities	1. Staff INSET launching teaching and learning non-negotiables all based on evidence based practice (EEF, Lemov and Hattie) 1. Student INSET to ensure consistency of knowledge for all stakeholders; 2. 'Taught, not Caught' - students are explicitly taught about behaviour expectations (through Ready, Respectful, Responsible). 3. Weekly teaching and learning briefing (Fridays for student facing staff); 4. Structured whole school CPD programme focusing on QFT for all students, but targeting both PP/PP SEND; 5. Continued support from OAT, accessing the full OAT CPD offer of subject specific network meetings, leadership development at all level in the academy and a full mentoring program for both mentor and ECTs; 6. All staff have been provided with a CPD folder to support their CPD, and to provide them something to refer back to; 7. Use of new afternoon form time for Read Aloud programme, accessed by all students at the academy; 8. Raising Achievement meetings which coach staff to understanding their disadvantaged vs non-disadvantaged gap.	2, 3
KS3 and KS4 food ingredients	Provision of food ingredients to allow all students to complete practical activities.	1, 3, 4
Teaching Assistants: Social, Emotional and Mental Health Focus	To provide, track and evaluate bespoke interventions for students to support and empower self-management, resilience and wellbeing in order to facilitate improved access to the curriculum.	1, 2

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Support	Our nurture/learning support programme provides structured support for vulnerable students who require support to overcome social, emotional and other barriers to learning. This includes 2 x support staff. Early identification of the emotional developmental need in students so that differentiated provision and targeted interventions can be put into place quickly. In turn, this improves attendance, attitudes to learning, relationships, access to learning, social and emotional skills, emotional wellbeing and emotional literacy. These experiences enable them to gain the social and emotional	1, 2

	competencies required to become resilient, empathetic and able to engage with life and learning .	
Raising Achievement: Heads of Year and Assistant Principal	Raising Achievement Team includes the Assistant Principals (AP) responsible for Key Stage 3 and 4, Heads of Year, Raising Achievement Centre Manager plus one Raising Achievement Mentor. Team has responsibility for tracking progress of identified students. Their roles include: 1. Supporting targeted students in Core lessons especially Maths 2. Supporting students in identified key EBacc departments such as Science and history 3. Mentoring targeted students on individual skills such as organisation, study skills 4. Supporting the reintegration of Year 11 students 5. Supporting additional lessons outside the normal school day throughout the academic year 6. Supporting evening revision sessions 7. Provide revision guides for targeted students including: Required texts to revise and prepare for English GCSE examinations Core resource support (e.g. Tassomai, Sparx Maths, Pixl apps)	3
Raising Achievement and Academic Support	Sparx Maths for Years 7-11 for a personalised, targeted learning programme, both for home and in school. Further NTP support across Key Stage 3 and 4 focused on core subjects of English and mathematics Tassomai accounts for KS4 in English, Science, History and Geography. Tassomai for KS3 in English and Science. These will allow effective and targeted home learning, as well as intervention resource to be used in school. Ormiston Denes Launchpad set up. Student intranet to allow students to access documents and resources needed. Revision Guides and Workbooks for all students in core and EBacc subjects to supplement knowledge organisers, classroom resources and help facilitate independent study KS3 & 4 study areas to be staffed before and after school for tuition so that wraparound academic support is facilitated, and helps compensate for disrupted home learning environments 'Votes 4 Schools' purchased and used to support oracy within form time Laptops purchased to increase number of students able to access interventions	1, 3
Literacy Development Programmes	1. Devise a tailored programme for individual students which addresses their core skills of literacy, including synthetic phonics programme for all Pathway 1 & 2 reading intervention students.	3, 4

	2. Realign resources to support the reading interventions, using the assistant librarian to support phonics delivery and the introduction of Lexonik to target KS4 students not yet at age-related reading age. 3. Continued delivery of the Catchup literacy programme via the librarian, assistant librarian and LSAs. Lexia programme running across pathway 1 and 2. 4. To embed subject specific literacy (EEF) across all lessons across the academy, with an initial focus on explicit vocabulary instruction and reading. 5. Ensure students have access to high quality library provision, including the use of accelerated reader. 6. The development of reading for pleasure in English as a key driver of academy reading culture. 7. Connection with the National Literacy Trust to develop out reach work on literacy with parents through the 'Read for 10' strategy. 8. Develop students cultural capital and fluency through the OAT Read-Aloud programme.	
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Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	Employment of the Attendance officer who monitors the welfare and attendance of students and allocates the appropriate level of support to PP students to attend extra provision as well as normal lessons. Their activity includes gatekeeping access to external services, including the Educational Welfare Officer for individual mentoring and developing family engagement. This includes: • 1 x Attendance Officer • 5 x Yearly Pastoral Managers responsible for their Year group's attendance. They work in conjunction with Attendance Officer. • Commissioning of Educational Welfare Officer support from the Local Authority. • Fixed term appointment of attendance administrator to increase capacity of attendance officer for strategic interventions and outreach activities Review and implement attendance process and rewards for students focusing on: • Year group patterns • Vulnerable groups • Days of the year	1, 4
Assistant Principal	Assistant Principal Structure - (Year Group Link) in place and evaluated regularly looking at:	1, 2, 3

(Year Team Link) responsible for year standards. Head of Year and Pastoral Manager responsible for their respective cohorts.	1. Impact on key areas for development especially the most vulnerable 2. Connectedness between key areas of improvement 3. Adaptability according to need 4. Outcomes 5. Parent Voice 6. Standards of Attendance and Behaviour Overview of learning support/inclusive interventions Improved outcomes for: 1. SEND 2. Boys 3. PP 4. LAC Regular sampling of registers by Principal with immediate follow-up actions Half-termly audit of attendance data by safeguarding lead Codes other than present / absent have to be authorised by the Vice Principal and the Principal Strict adherence to the Ormiston Academies Trust (OAT) Attendance Policy and advice and guidance on coding, EHE and exclusion Analyse current EHE and ensure all support was provided. Analysis to include: • Being fast tracked • Prior behaviour record • PP/ SEND/ LAC /LPA/reading age	
Hardship Support – Uniform, equipment and learning resources	Enhancing curriculum provision which allows PP students to access: 1. Equipment (pens, pencils, rulers, calculators and planners) 2. Shoes 3. Uniform 4. Laptops if no access at home 5. Provision of knowledge organisers to ensure key curriculum knowledge/content is summarised, structured and presented in accessible formats. This serves to improve retention and coverage of subject knowledge in case of absence. In addition, homework tasks and individualised learning is supported.	3
Introduce and embed behaviour policy in the academy with a focus on students taking responsibility	1. Heads of Year, led by Assistant Principals (Year Group Link) to devise own sharply focused improvement plans based on the SIP(ADP). 2. Develop a strong year group identity that will permeate all aspects of progress, behaviour and attendance. 3. Restructure student council so that it genuinely represents the voice of the students and has an influence on academy decision making and evaluation of impact. 4. Launch a new and dynamic rewards programme:	1,2,3,4

for their own learning	These will be done through a wide range of strategies including: • Assemblies for students on positive behaviour and celebration through rewards and sanctions • Ensuring SMSC and cultural capital are central to the development of student values and that they link with the academy's ethos and values • Assistant Principals linked to Year Groups review behaviour data in morning meetings and agree actions • As above, regular impact analysis - both formal and informal - so that quick action is taken and adjustments are made at all levels • Restructure reflection room including quality of provision and further CPD for staff involved to support them • Staff CPD on behaviour management where appropriate especially utilising CISS training • Close collaboration with external agencies to provide support for students and CPD for staff including in house practical guidance based on CISS approaches • HoDs analyse curriculum offer to identify opportunities to support emotional and mental health needs of students Improved outcomes at all levels for vulnerable groups Realign funding to support the various initiatives being proposed and implemented. Support from OAT National SEND lead Support provided by: • CISS (County Inclusion Support Services) • OAT East- links and support	
Careers, Information and Guidance support offer	CIAEG adviser support provided by Beacon East 1. To widen students' understanding of careers using Fast Tomato Careers guidance software 2. To develop students' curiosity in their future careers by inviting guests into school 3. To coordinate careers related activities across the curriculum 4. To target all PP year 11 students offering a careers guidance interview with follow up sessions as required. 5. To raise aspiration by collaborative work with UEA Widening Participation team and NEACO 6. Implementation of Unifrog 7. Beacon East partnership 8. To run the mentoring programme whereby students are referred for pastoral, academic and business mentoring with the initial agreement and introductions coordinated through careers. 9. To organise a careers fair planned for 2021-2024 and will include over 55 attendees. 10. To work towards meeting the eight Gatsby benchmarks 11. To perform the role of Careers Leader and ensure compliance with statutory legislation 12. Work Experience coordinator support capacity	4
Enhanced enrichment provision post COVID1	To enable all activities to be provided free of charge, a contribution towards costs is met through the PP allocation in proportion to cohort size.	4

9 return to academy curriculum offer	TLR for Enrichment Co-Ordinator Duke of Edinburgh launch and support costs.	
Trips and Visits	PP funding to go towards offsite trips and visits .	4
Extra-Curricular Clubs Timetable	A timetable of clubs to provide students with after school activities . This helps to improve their engagement with school and support their behaviour and attitude in school.	1, 3, 4
Mental Health Support	Mental Health Support Team and School Nurse in school regularly, on a weekly basis. Appointments offered to students. St Giles mentoring offered to students a risk of involvement in drugs.	4
Rewards	A revised rewards structure, with a focus on experiences and resources to support wellbeing, extended learning and/or cultural capital opportunities. Rewards issued are in conjunction with parental communication and publicity to support engagement with academy learning activities. Greater representation of PP students in all areas of rewards, calculated at 60.1% of the rewards budget. Heads of Years and Pastoral managers responsible for rewarding their respective year groups.	1, 2, 4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Context

Progress 8 measures remain in the provisional phase. Whilst we have confidence in these measures due to internal quality assurance processes, they could still be subject to change.

Aim	Outcome
Attendance: acknowledge that good attendance correlates with students achieving desired outcomes. Poor attendance also means that students struggle to access Ormiston Denes' full enrichment offer. Our aim is to improve attendance so all students, especially our disadvantaged, have access to the school's full offer. Disadvantaged students otherwise tend to have lower attendance and therefore less access to academy resources.	Ormiston Denes Academy has experienced challenges in relation to attendance, as in line with challenges faced nationally. National average school attendance was 92.8%, whilst the overall attendance at Ormiston Denes was 83.9%. PP attendance for the year was 80.92% whereas non-PP was 89.16%. We recognise that this is below national average, and therefore have reflected on this by reviewing our attendance admin team. We will continue to review existing budgets to explore additional capacity to target intervention within this area.
Student Outcomes: Evidence shows that overall outcomes are closely tied to students' attendance. Students are not yet performing in line with national averages. There remains some gaps in understanding, albeit student absence or COVID19 related absences. This has had an impact on student outcomes	Provisional progress 8 figures for disadvantaged students in 2024 was projected at -0.58 (-0.68 2023), compared with an overall P8 score of -0.44. A considerable gap remains between PP and non-PP, since non-PP had a progress score -0.17.
Personal Development: Disadvantaged students need to be exposed to additional opportunities that they will not otherwise have access to. Ensure that parents are engaged with the value of these opportunities to allow them to support students.	Of the academy cohort in 2023-24, 82% of students attended at least one club. Whilst 55% of the cohort was PP, 81% of all PP attended at least one club, and therefore their group was over-represented. This aspect of our strategy has therefore been improved, and further steps will be taken to improve this for 2024-25 where there will be a focus on lunch time club provision.
Behaviour and Attitudes: Data shows that PP students are more likely to be suspended from school. This means that they generate more gaps in understanding, which also affects their overall outcomes. Our aim is to create a positive Behaviour for Learning culture so that all students can achieve at and above their expected levels.	Of our 1142 Thrive referrals, 733 of them were PP (61.50% - above cohort proportion 55.98%). Of 5114 Thrive interventions, 3,270 of these were for PP students (61.32% - above cohort size). We have, though, maintained prioritised support for disadvantaged students within the academy. This support also helps to minimise the impact of missed lessons, where we are able to support students in school as opposed to them becoming persistently absent. This demonstrates that our strategy is continuing to support the students most in need within the academy.

Whole-School Literacy: Awareness that PP students enter education with less vocabulary than their non-disadvantaged peers. Intervention is therefore put in place to close this vocabulary gap.	Across early reading intervention, Pathways 1-3, it was noted that 75% of PP students made progress. Though there was a gap between the progress of PP (75%) vs non-PP (84%), both figures were either in line or above national average. This, in combination with other reading strategies such as Read Aloud, OAT Oracy and Departmental Literacy, has allowed our strategy to be successful. However, due to the context of the school, this still remains an academy priority.
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Externally provided programmes

Programme	Provider
Staff INSET launching teaching and learning non-negotiables all based on evidence based practice (Lemov and Hattie); Student INSET to ensure consistency of knowledge for all stakeholders; Cascaded CPD (train the trainer) on new SEF, action planning cycle and quality assurance process (Target/Action/Impact); Learning and teaching briefing (linked to weekly SEND support for staff);	Ormiston Academies Trust
Staff participation (support and teacher) in the OAT Aspiring Leaders programme	Ormiston Academies Trust
Online CPD Platform to support staff development, performance management and tracking	National College
National Professional Qualification - Middle Leadership, Senior Leadership and Headship	Dependent on Service
Home Learning programmes – KS3 and KS4	Tassomai, Sparx