

# 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	729
Proportion (%) of pupil premium eligible pupils	59.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£446,125
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>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023.</i> <i>Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£446,125

## 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 for them. 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 teaching is at the centre of our strategy, as this is demonstrated to significantly close the achievement gap, but also serves 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 literacy intervention, 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 – Attendance	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. As such, their outcomes may be lower than their peers.
2 – Behaviour	Students in receipt of pupil premium are less likely to be able to have been equipped with the tools to regulate their behaviour, and as such, are more likely to be both internally and externally fix-term excluded.
3 – Literacy	Students may have significant gaps in their core knowledge, skills and understanding - especially in key areas such as literacy, including vocabulary gap and emotional literacy - which in turn may lead to weaker progress across the curriculum.

4 – Enrichment	Students may arrive at the academy with a limited depth and breadth of cultural capital which may limit their access to enrichment opportunities which would help them develop as individuals and in their academic progress.
5 – Home Learning	Students eligible for Pupil Premium funding are less likely to be supported academically from home, and therefore are less likely to be up to date with aspects of academy life, such as the completion of home learning.
6 – Aspirations	Students from disadvantaged backgrounds tend to hold low aspirations of themselves and for their futures, which can limit their engagement in school life and therefore their academic outcomes.

## 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, and the gap between the two groups will close.
To improve standards of literacy of all students, particularly those eligible for PP, so they have additional capacity to access the curriculum.	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 and 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
Lead Practitioners in Maths and Science, who also support with ITT	<p>Supports with ensuring high quality teaching in these areas and across the school, as they support with school wide CPD. Connects to high quality teaching being the lever to drive up outcomes, as sited in EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>.</p>	4, 5, 6
Lead Teacher with responsibility for enrichment	TLR for experienced teacher who leads on Enrichment across the academy, leading on provision such as Duke of Edinburgh and extra-curricular clubs.	4, 6
Lead Teacher with responsibility for personal development	TLR for experienced teacher who leads on Personal Development across the academy, leading on provision such as employability skills.	4, 6
Lead Teacher with responsibility for student leadership	TLR for experienced teacher who leads on Student Leadership across the academy, leading on provision such as Open events and student council.	4, 6
Library & Information Manager	Lead staff who manages the library, supporting with intervention.	3, 4, 6
Student Counsellor	Counsellor employed by the school to support with wellbeing of all students.	2, 3, 6
Breakfast Club and exam support breakfasts	<p>A supervised breakfast club provision every morning to allow all students to remove hunger as a barrier to learning. This includes:</p> <ul style="list-style-type: none"> <li>• Supervision <u>every morning</u> from 7:45am</li> <li>• Cost of food</li> <li>• Cost of canteen staff</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• 2 x RA mentors to support and supervise</li> </ul>	1, 2, 4
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 <u>healthier lifestyles</u> and informed choices. This will help them to develop as <u>individuals</u> .	4, 6
Literacy Development	1. Staff INSET launching teaching and learning non-negotiables all based on evidence-based practice (EEF, Lemov and Hattie)	2, 3, 4

and staff CPD opportunities	<ol style="list-style-type: none"> <li>1. Student INSET to ensure consistency of knowledge for all stakeholders;</li> <li>2. 'Taught, not Caught' - students are explicitly taught about behaviour expectations (through Ready, Respectful, Responsible).</li> <li>3. Weekly teaching and learning briefing (Fridays for student facing staff);</li> <li>4. Structured <a href="#">whole school CPD programme</a> focusing on QFT for all students, but targeting both PP/PP SEND;</li> <li>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;</li> <li>6. All staff have been provided with a CPD folder to support their CPD, and to provide them something to refer back to;</li> <li>7. Use of new afternoon <a href="#">form time for Read Aloud</a> programme, accessed by all students at the academy;</li> <li>8. Raising Achievement meetings which coach staff to understanding their disadvantaged vs non-disadvantaged gap.</li> </ol>	
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 <a href="#">interventions</a> for students to support and empower self-management, resilience and <a href="#">wellbeing</a> in order to facilitate improved access to the curriculum.	1, 2, 3
Raising Achievement Mentors	Two raising achievement mentors who support across the school, although with a focus on Year 11, providing both academic and pastoral support/mentoring.	1, 2, 4, 5, 6

## Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Support	<p>Our nurture/learning support programme provides structured support for vulnerable students who require support to overcome <a href="#">social, emotional</a> and other barriers to learning. This includes 2 x support staff.</p> <p>Early identification of the emotional developmental need in students so that differentiated provision and <a href="#">targeted interventions</a></p>	1, 2, 3, 6

	<p>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 competencies required to become resilient, empathetic and able to <a href="#">engage with life and learning</a>.</p>	
Raising Achievement: Heads of Year and Assistant Principal	<p>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.</p> <p>Their roles include:</p> <ol style="list-style-type: none"> <li>1. Supporting targeted students in Core lessons especially Maths</li> <li>2. Supporting students in identified key EBacc departments such as Science and history</li> <li>3. <a href="#">Mentoring</a> targeted students on individual skills such as organisation, study skills</li> <li>4. Supporting the reintegration of Year 11 students</li> <li>5. Supporting additional lessons outside the normal school day throughout the academic year</li> <li>2. Supporting evening revision sessions</li> <li>3. Robust programme of Period 0, Period 6 and holiday sessions</li> <li>6. Provide revision guides for targeted students including:</li> </ol> <p>Required texts to revise and prepare for English GCSE examinations</p> <p><a href="#">Core resource support</a> (e.g. Tassomai, Sparx Maths)</p>	4, 5, 6
Raising Achievement and Academic Support	<p>Sparx Maths for Years 7-11 for a personalised, targeted learning programme, both for home and in school.</p> <p>Tassomai accounts for KS4 in English, Science, History, Geography and MFL. These will allow effective and <a href="#">targeted home learning</a>, as well as intervention resource to be used in school.</p> <p>Ormiston Denes <a href="#">Launchpad</a> set up. Student intranet to allow students to access documents and resources needed.</p> <p>Revision Guides and Workbooks available to all students in study areas to supplement knowledge organisers, classroom resources and help facilitate independent study</p> <p>KS3 &amp; 4 study areas to be <a href="#">staffed before and after school</a> for tuition so that wraparound academic support is facilitated, and helps compensate for disrupted home learning environments – Study Hall</p> <p>Exam breakfasts in RAC area to ensure that students are ready for exam series, both for mocks and real exams</p> <p>'Votes 4 Schools' purchased and used to support <a href="#">oracy</a> within form time</p>	1, 3, 5, 6

	<p>Laptops purchased to increase number of students able to access interventions</p> <p>ODA Revision Guide – including checklists for all subjects for all students</p> <p>ODA Exam Handbook for all students</p>	
Literacy Development Programmes	<ol style="list-style-type: none"> <li>1. Devise a tailored programme for individual students which addresses their <a href="#">core skills of literacy</a>, including synthetics phonics programme for all Pathway 1 &amp; 2 reading intervention students.</li> <li>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.</li> <li>3. Continued delivery of the Catchup literacy programme via the librarian, assistant librarian and LSAs. Lexia programme running across pathway 1 and 2.</li> <li>4. To embed <a href="#">subject specific literacy (EEF)</a> across all lessons across the academy, with an initial focus on explicit vocabulary instruction and reading.</li> <li>5. Ensure students have access to high quality library provision, including the use of accelerated reader.</li> <li>6. The development of reading for pleasure in English as a key driver of academy reading culture.</li> <li>7. Connection with the National Literacy Trust to develop out reach work on literacy with parents through the 'Read for 10' strategy.</li> <li>4. Develop students cultural capital and fluency through the <a href="#">OAT Read-Aloud programme</a>.</li> <li>5. Form time Lexonic programme for students Year 7 to 10.</li> </ol>	3, 4

## Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	<p>Employment of the Attendance officer who monitors the welfare and attendance of students and allocates the appropriate level of support to PP students to <a href="#">attend extra provision</a> as well as normal lessons. Their activity includes gatekeeping access to external services, including the Educational Welfare Officer for individual <a href="#">mentoring</a> and developing <a href="#">family engagement</a>. This includes:</p>	1, 4

	<p>6. 1 x Attendance Officer      7. 1 x Attendance Admin Assistant      • 5 x Yearly Pastoral Managers responsible for their Year group's attendance. They work in conjunction with Attendance Officer.      8. Commissioning of Educational Welfare Officer support from the Local Authority.</p> <p>Review and implement attendance process and rewards for students focusing on:</p> <ul style="list-style-type: none"> <li>• Year group patterns</li> <li>• Vulnerable groups</li> </ul> <p>9. Days of the year      10. Home Visits</p>	
<p>Assistant Principal (Year Team Link) responsible for year standards.</p> <p>Head of Year and Pastoral Manager responsible for their respective cohorts.</p>	<p>Assistant Principal Structure - (Year Group Link) in place and evaluated regularly looking at:</p> <ol style="list-style-type: none"> <li>1. Impact on key areas for development especially the most vulnerable</li> <li>2. Connectedness between key areas of improvement</li> <li>3. Adaptability according to need</li> <li>4. Outcomes</li> <li>5. <u>Parent Voice</u></li> <li>6. Standards of Attendance and <u>Behaviour</u></li> </ol> <p>Overview of learning support/inclusive interventions</p> <p>Improved outcomes for:</p> <ol style="list-style-type: none"> <li>1. SEND</li> <li>2. Boys</li> <li>3. PP</li> <li>4. LAC</li> </ol> <p>Regular sampling of registers by Principal with immediate follow-up actions</p> <p>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</p> <p>Strict adherence to the Ormiston Academies Trust (OAT) Attendance Policy and advice and guidance on coding, <b>EHE</b> and exclusion</p> <p>Analyse current <b>EHE</b> and ensure all support was provided. Analysis to include:</p> <ul style="list-style-type: none"> <li>11. Being fast-tracked</li> <li>• Prior behaviour record</li> <li>• PP/ SEND/ LAC /LPA/reading age</li> </ul>	<p>1, 2, 3</p>

Hardship Support – Uniform, equipment and learning resources	<p>Enhancing curriculum provision which allows <b>PP</b> students to access:</p> <ol style="list-style-type: none"> <li>1. Equipment (pens, pencils, rulers, calculators and planners)</li> <li>2. Shoes</li> <li>3. <u>Uniform</u></li> <li>4. Laptops if no access at home</li> <li>12. 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, <u>homework tasks</u> and individualised learning is supported.</li> <li>13. Access to Study Hall provision, staffed by RA Mentors</li> </ol>	1, 2, 3, 6
Introduce and embed behaviour policy in the academy with a focus on students taking responsibility for their own learning	<ol style="list-style-type: none"> <li>1. Heads of Year, led by Assistant Principals (Year Group Link) to devise own sharply focused improvement plans based on the RIP (ADP).</li> <li>2. Develop a strong year group identity that will permeate all aspects of progress, <u>behaviour and attendance</u>.</li> <li>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.</li> <li>4. Launch a new and dynamic rewards programme:</li> </ol> <p>These will be done through a wide range of strategies including:</p> <ul style="list-style-type: none"> <li>• Assemblies for students on positive behaviour and celebration through rewards and sanctions</li> <li>• Ensuring SMSC and cultural capital are central to the development of student values and that they link with the academy's ethos and values</li> <li>• Assistant Principals linked to Year Groups review behaviour data in morning meetings and agree actions</li> <li>• As above, regular impact analysis - both formal and informal - so that quick action is taken and adjustments are made at all levels</li> <li>• Restructure reflection room including quality of provision and further CPD for staff involved to support them</li> <li>• Staff CPD on behaviour management where appropriate especially utilising CISS training</li> <li>• Close collaboration with external agencies to provide support for students and CPD for staff including in house practical guidance based on CISS approaches</li> <li>14. HoDs analyse curriculum offer to identify opportunities to support emotional and mental health needs of students</li> <li>15. Student INSET sessions to support 'Taught not Caught'</li> </ul> <p>Improved outcomes at all levels for vulnerable groups Realign funding to support the various initiatives being proposed and implemented.</p> <p>Support from OAT National SEND lead Support provided by:</p>	1, 2, 3, 4

	<ul style="list-style-type: none"> <li>• CISS (County Inclusion Support Services)</li> <li>• OAT East- links and support</li> </ul>	
Careers, Information and Guidance support offer	<p>CIAEG adviser support provided by Beacon East</p> <ol style="list-style-type: none"> <li>1. To widen <a href="#">students' understanding of careers</a> using Unifrog Careers guidance software</li> <li>2. To develop students' curiosity in their future careers by inviting guests into school</li> <li>3. To coordinate careers related activities across the curriculum</li> <li>4. To target all PP year 11 students offering a <a href="#">careers guidance interview</a> with follow up sessions as required.</li> <li>5. To raise aspiration by collaborative work with UEA Widening Participation team and NEACO</li> <li>6. Beacon East partnership</li> <li>7. To run the mentoring programme whereby students are referred for pastoral, academic and business <a href="#">mentoring</a> with the initial agreement and introductions coordinated through careers.</li> <li>16. To organise a careers fair planned and will include over 55 attendees.</li> <li>8. To work towards meeting the eight Gatsby benchmarks</li> <li>9. To perform the role of Careers Leader and ensure compliance with statutory legislation</li> <li>17. Work Experience coordinator support capacity, to support Year 10 work experience</li> </ol>	4, 6
Enhanced enrichment provision	<p>To enable <a href="#">all activities</a> to be provided free of charge, a contribution towards costs is met through the PP allocation in proportion to cohort size.</p> <p>TLR for Enrichment Co-Ordinator Duke of Edinburgh launch and support costs.</p> <p>ODA Enrichment Charter for all students.</p>	4, 6
Trips and Visits	PP funding to go towards offsite <a href="#">trips</a> and <a href="#">visits</a> .	4
Extra-Curricular Clubs Timetable	A timetable of <a href="#">clubs</a> to provide students with <a href="#">after school activities</a> . This helps to improve their engagement with school and support their behaviour and attitude in school.	1, 2, 3, 4
Mental Health Support	Mental Health Support Team and School Nurse in school regularly, on a weekly basis. Appointments offered to students.	2, 4, 6
Rewards	A revised <a href="#">rewards</a> structure, with a focus on experiences and resources to support wellbeing, extended learning and/or cultural capital opportunities. Rewards issued are in conjunction with <a href="#">parental communication and publicity to support engagement</a> with academy learning activities.	1, 2, 4

	<p>Greater representation of PP students in all areas of rewards, calculated at 60.1% of the rewards budget.</p> <p>Heads of Years and Pastoral managers responsible for rewarding their respective year groups.</p>	
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## 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 2024 to 2025 academic year.

#### Context

Due to COVID-19, the Class of 2025 did not have KS2 attainment from SATs scores and therefore there were no Progress figures for this cohort.

Aim	Outcome
<p><b>Attendance:</b> acknowledge that good attendance correlates with students achieving desired outcomes. Poor attendance also means that students struggle to access Ormiston Denes' full enrichment offer.</p> <p>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.</p>	<p>Ormiston Denes Academy has experienced challenges in relation to attendance, as in line with challenges faced nationally. National average school attendance was 93.1%, whilst the overall attendance at Ormiston Denes was 90.10% (3% gap, previously 9%). This represented a 5.51% increase since 2023/24. PP attendance for the year was 87.83% (a near 7% increase), whereas non-PP was 93.2% (4% increase). Whilst we recognise the improvements in this area, we acknowledge that these figures are still below national averages. We will continue to review existing budgets to explore additional capacity to target intervention within this area.</p>
<p><b>Student Outcomes:</b> 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, for example due to absence. This has had an impact on student outcomes.</p>	<p>Since there are no progress figures, this data includes Attainment figures &amp; comparison only. The gap has closed between disadvantaged (35.91) and non-disadvantaged (45.76) students (gap – 9.85). For disadvantaged pupils this was an increase of 4.51, although still below national average (37.5). ODA DisAd vs NA NonDisAd = -14.39; NA DisAd vs NonDisAd = -15.4.</p>
<p><b>Personal Development:</b> 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.</p>	<p>Of the academy cohort in 2024-25, 96% of students attended at least one club. Whilst 56% of the cohort was PP, 69% of all PP attended at least one club, and therefore their group was over-represented. This aspect of our strategy has therefore continued to improve, including a focus on enrichment days and clubs.</p> <p>Consistently high attendance was seen across Enrichment Days within the school calendar. 29% of PP students attended breakfast club, 52% attended trips.</p>

<p><b>Behaviour and Attitudes:</b> 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.</p> <p>Our aim is to create a positive Behaviour for Learning culture so that all students can achieve at and above their expected levels.</p>	<p>Of 10,178 Thrive interventions, 67% of these were for PP students (above cohort size – 56.93%). 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.</p>
<p><b>Whole-School Literacy:</b> 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.</p>	<p>Across the targeted pathway, 67% of disadvantaged students made progress. Across the bespoke pathway, 60% of disadvantaged students made progress. This, in combination with other reading strategies such as Read Aloud, Lexonic, 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.</p>

## Externally provided programmes

Programme	Provider
<p>Staff INSET launching teaching and learning non-negotiables all based on evidence-based practice (Lemov and Hattie);</p> <p>Student INSET to ensure consistency of knowledge for all stakeholders;</p> <p>Cascaded CPD (train the trainer) on new SEF, action planning cycle and quality assurance process</p> <p>(Target/Action/Impact); Learning and teaching briefing (linked to weekly SEND support for staff);</p>	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, SENDCO, Senior Leadership and Headship	Dependent on Service
Home Learning programmes – KS3 and KS4	Tassomai, Sparx