

## 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 South Parade Academy
Number of pupils in school (Reception – Year 6)	472
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October, 2021
Date on which it will be reviewed	September, 2024
Statement authorised by	Kate Steward
Pupil premium lead	Amber Wilkins
Governor / Trustee lead	Ayesha Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,375
Recovery premium funding allocation this academic year	£32,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£360,145

# Part A: Pupil premium strategy plan

## Statement of intent

At Ormiston South Parade Academy we always strive to ensure that all children make at least good progress. As well as quality first teaching, our pastoral care, rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and enables us to plan and implement intervention strategies.

The profile of our academy shows that on average 50% of pupils are eligible for Pupil Premium funding each year. The Pupil Premium grant is calculated on the number of pupils at each school in receipt of free school meals (FSM). It also takes into account any pupil in the last six years who may have been eligible for FSM but currently don't meet the eligibility criteria. Children who are in the care of the Local Authority (CLAC) also generate grant funds as well as the children of service personnel. The Pupil Premium fund is designed to support schools in 'narrowing the attainment gap' to ensure achievement for all.

Our overall objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all pupils to make at least expected progress and data to fall in-line with national
- Pupils will have their basic needs met
- All pupils will be offered a wide range of experiences and extra-curricular activities
- Families will be supported to ensure high levels of attendance and persistent absentees will reduce

Plan for achieving the objectives:

- High quality teaching for all
- Work closely with families and external agencies to offer a range of interventions and support to ensure children have their needs met and ensure any additional needs are not a barrier to them learning and reaching their full potential
- School and outside agencies will support families with their needs
- A thorough and rigorous system for absence will be used to ensure quick response and support for families

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils need to make accelerated progress in order to meet national expectations (particularly at the higher standard)
2	High percentages of disadvantaged pupils also fit into another vulnerable group such as having an additional special educational need or SEMH difficulty
3	Many of our disadvantaged pupils do not have the rich and varied experiences as non-pupil premium children. This impacts on communication, vocabulary, reading and writing and knowledge of the world.
4	Lack of financial resources sometimes results in the basic needs of a child not being met.
5	The attendance of our disadvantaged pupils is lower than their non-disadvantaged peers. A higher proportion of persistent absentees are pupil in receipt of pupil premium.
6	Disadvantaged pupils on average have a vocabulary knowledge 1/3 of size of their none disadvantaged peers. This presents a challenge in all curriculum areas particularly in reading.
7	Detrimental impact of school closures and isolating due to Covid-19 meaning some disadvantaged pupils having additional gaps

## 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. Continue to increase attainment of pupils and close the gap between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> <li>• Data will fall in line with national data</li> </ul>
2. Develop our enrichment and extracurricular offer so that pupils are equipped with the knowledge and cultural capital that	<ul style="list-style-type: none"> <li>• Positive feedback for clubs and trips</li> <li>• Subsidised trips will enable disadvantaged pupils to attend</li> <li>• Attendance figures improve</li> </ul>



they need to succeed as well as gaining a wide range of experiences	<ul style="list-style-type: none"> <li>• Writing will improve through the offer of real life experiences</li> <li>• Increased confidence in the pupils</li> </ul>
<p>3. Continue to develop the curriculum offer, allowing for recovery and catch up.  <i>2021-2022 – Focus on art, writing and vocabulary.</i>  <i>2022-2023 – Focus on phonics and Geography</i>  <i>2023-2024 – Focus on Music, DT, French and PE</i></p>	<ul style="list-style-type: none"> <li>• Increased subject knowledge for staff meaning high quality teaching in all areas</li> <li>• Progression of skills and knowledge for pupils</li> <li>• Positive feedback from pupils</li> </ul>
4. Improved attendance and reduction in persistent absentees	<ul style="list-style-type: none"> <li>• Attendance officer will closely monitor absences and work with SLT and EWO to ensure a quick response</li> <li>• Home visits take place</li> <li>• Poor attendance will be challenged</li> <li>• Attendance of disadvantaged pupils falls in line with non-disadvantaged pupils and national data</li> </ul>
5. Increase community and family engagement. Families will receive the support and guidance from school and external agencies to ensure additional needs are not a barrier to them learning and reaching their full potential	<ul style="list-style-type: none"> <li>• A wide range of support and agencies will be offered to families</li> <li>• Basis needs of all pupils are met</li> <li>• Open dialogue between academy and families</li> </ul>
6. Develop, implement and embed a behaviour and reward system	<ul style="list-style-type: none"> <li>• Positive feedback from all stakeholders</li> <li>• Increased understanding of ‘real life’ finances</li> <li>• Improved behaviour - decrease in blue/red cards</li> </ul>
7. Children will have their needs met whether that be basis needs, additional needs or SEMH	<ul style="list-style-type: none"> <li>• No waiting list for support for SEMH</li> <li>• Families have access to basic needs including food, uniform...</li> <li>• Teachers will gain a good understanding of a wide range of SEND needs and work effectively with outside agencies</li> </ul>




## 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: £ 110,000






Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved focus on raising attainment for PP children	<ul style="list-style-type: none"> <li>• High proportion of disadvantaged pupils (50% compared to national 23.2%)</li> <li>• Summer 21 data shows NDP are outperforming DP in the majority of year groups across reading, writing and maths</li> <li>• Feedback from teachers showed there was a lack of engagement for DP during periods of home learning</li> </ul>	1, 3, 7
Further develop non-core curriculum ensuring high quality teaching, accurate assessment and skills progression	<ul style="list-style-type: none"> <li>• Staff surveys show gaps in subject knowledge</li> </ul>  February 2020 Target <i>Leaders should ensure that staff receive high-quality training and that the effective practice that exists in the school is shared more widely.</i>	1, 3, 7
Restructure the Art curriculum	<ul style="list-style-type: none"> <li>• Lockdown has had a negative impact on the children's art skills over the past 2 academic years (2019-2021)</li> <li>• Pupil's basic skills in all areas of art, including drawing and painting, are of a low standard across the academy</li> <li>• Historically an area that has needed improvement and expertise</li> </ul>  Art participation + 3 months <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i>	1, 3, 7
Improve the teaching of writing to improve attainment and progress	<ul style="list-style-type: none"> <li>• NDP outperforming DP in writing in all year groups</li> <li>• 2019 teacher assessment shows overall attainment for writing below attainment in maths and reading</li> </ul>	1, 3, 7

<p>Develop leaders</p>	<ul style="list-style-type: none"> <li>• Newly appointed subject leads</li> <li>• Changes to structure in SLT</li> </ul>  February 2020 Target <i>Leaders should ensure that staff receive high-quality training and that the effective practice that exists in the school is shared more widely.</i>	<p>1, 3, 6</p>
<p>Improvement in the teaching and learning of phonics</p>	<ul style="list-style-type: none"> <li>• ECTs in Year 1 (2021-2022)</li> <li>• New teacher and support staff in EYFS (2021-2022)</li> <li>• NDP outperforming DP in phonics</li> <li>• Little Wandle introduced (2022-2023)</li> </ul>  Phonics + 4 months <i>Teaching phonics is more effective on average than other approaches to early reading.</i>	<p>1, 6, 7</p>
<p>The number of DP achieving higher standard will increase</p>	<ul style="list-style-type: none"> <li>• There is a gap between DP and NDP achieving the higher standard across core subjects</li> </ul>  Mastery learning + 5 months <i>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science.</i>	<p>1, 7</p>
<p>Develop staff knowledge, understanding and skillset related to SEND</p>	<ul style="list-style-type: none"> <li>• There has been an increase in SEND pupils throughout the school</li> <li>• Additional teachers and teaching assistants have been recruited</li> <li>• There has been a rise in parents approaching teachers with SEND concerns</li> <li>• To ensure staff SEND CPD is up to date and is addressing relevant, identified areas that staff are encountering within their classes, year groups and generally within the school</li> <li>• July 2023 update  21% (National 17.3%) of our pupils have been identified as having a Special Educational Need or Disability (122/584 pupils)  13.9% (17 children) of these have an Education and Health Care Plan (EHCP)  86.1% (105 children) are at School Support  2.9% of total school population have an EHC Plan (National 4.3%)  17.9% of total school population are at School Support (National 13.0%)</li> </ul>	<p>2</p>

<p>Develop pupils' speech and vocabulary</p> <p>EYFS - in line with the new Early Years Framework</p>	<ul style="list-style-type: none"> <li>• The new Early Years Framework places a strong emphasis on strengthening children's language and vocabulary development, with a particular focus on supporting disadvantaged children. The framework highlights the importance of speaking and listening skills and forms links between language comprehension and reading and writing.</li> <li>• Summer 21 data showed that despite progress being made last year, speaking was still one of the weakest areas of learning with 45% of pupils working at ARE in Pre-School (current Nursery) and 62% of pupils working at ARE in Nursery (current Reception).</li> </ul> <p> <i>Disadvantaged children hear 30 million fewer words than their peers</i></p> <p> Oral language intervention + 7 months (Early Years)</p> <p><i>The targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</i></p>	<p>1, 2, 6</p>
<p>Embed Philosophy for Children across the curriculum</p>	<ul style="list-style-type: none"> <li>• Due to Covid-19, it was noticed that pupil's communication and thinking skills had declined as well as the confidence of some pupils</li> <li>• Philosophy for Children (P4C) is an approach to teaching, where children take part in philosophical enquiries, which enhances their thinking, communication skills and boosts self-esteem</li> <li>• Beneficial to promote further growth of well-being and language development</li> </ul> <p> <i>Pupils who received P4C were ahead of their counterparts in self-reported communication skills, teamwork and resilience. Teachers reported positive effects in pupils' confidence in questioning and reasoning.</i></p>	<p>3, 6, 7</p>
<p>Effective Maths used across the school</p>	<ul style="list-style-type: none"> <li>• Effective Maths is a comprehensive framework for ensuring high quality maths teaching</li> <li>• Previous success with the use of EF – data above national</li> </ul> <p> Mastery learning + 5 months</p> <p><i>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science.</i></p>	<p>1, 7</p>

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





Budgeted cost: £ 95,000




Activity	Evidence that supports this approach	Challenge number(s) addressed
After school 1:1 reading (focus on targeted children and year 1 children)	<ul style="list-style-type: none"> <li>• Previous success using this strategy (100% of pupils who attended the reading sessions made progress)</li> </ul>  1:1 tuition + 5 months <i>On average, one to one tuition is very effective at improving pupil outcomes.</i>	1, 2, 6, 7
Small group/ 1:1 tuition (provided by SLT, TAs and HLTAs)	<ul style="list-style-type: none"> <li>• Summer 21 data shows NDP outperforming DP</li> </ul>  Small group tuition + 4 months <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.</i>	1, 2, 6, 7
Interventions (provided by specialist teachers, TAs, HLTAs and learning mentor)	<ul style="list-style-type: none"> <li>• Summer 21 data shows NDP outperforming DP</li> </ul>  Teaching Assistant interventions + 4 months <i>Teaching assistants can provide a large positive impact on learner outcome.</i>	1, 2, 6, 7
Leaders and teachers will use PiXL for assessment and interventions	<ul style="list-style-type: none"> <li>• Pre Covid-19 statutory assessments above national average</li> </ul>  <i>Previous success both as an academy and trust wide</i>	1, 6, 7
Pupils will have access to engaging learning they can access at home	<ul style="list-style-type: none"> <li>• Positive feedback from pupils and parents from home learning provided during lockdown and periods of isolation</li> <li>• Attendance of some pupils poor due to isolating and Covid-19</li> </ul>  Homework + 5 months <i>Studies involving digital technology (for homework) typically have greater impact.</i>	1, 3, 4, 7



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

Budgeted cost: £ 155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and learning mentor employed to support and provide interventions	<ul style="list-style-type: none"> <li>Increased interaction between pupils due to no longer using 'bubbles'</li> </ul>  <p>Behaviour interventions + 4 months</p> <p><i>Both targeted interventions and universal approaches have positive overall effects.</i></p> <p>Mentoring + 2 months</p> <p><i>Some studies have found more positive impacts for pupils from disadvantaged backgrounds.</i></p>	2, 4
Attendance officer	<ul style="list-style-type: none"> <li>Last year, whole school attendance was below national by 3% (93% compared to 96%)</li> <li>Persistent absence significantly above national average, 21% compared to 9%</li> </ul>	5
Outside agencies will be brought in to support the SEMH needs of the children	<ul style="list-style-type: none"> <li>Teachers and parents have reported significantly more children presenting with SEMH needs since multiple lockdowns</li> <li>Waiting list for support (Summer 21)</li> </ul>  <p><i>Children show increase in mental health difficulties over COVID-19 lockdown</i></p>	2, 4, 7
SEMH leader for the academy	 <p>Social and emotional learning + 4 months</p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation</i></p>  <p><i>Children show increase in mental health difficulties over COVID-19 lockdown</i></p>	2, 4, 7
Quick response system used for attendance – supported by SLT	<ul style="list-style-type: none"> <li>Attendance overall below average</li> <li>NDP attendance is higher than NDP</li> <li>Majority of persistent absentees are DP</li> </ul>	5, 7

Increase parental engagement through workshops, social media and additional events	<ul style="list-style-type: none"> <li>Parents have had limited physical contact with the academy during Covid-19</li> </ul>  <p>Parental engagement + 4months</p> <p><i>Parental engagement has a positive impact on additional progress.</i></p>	3, 4, 5
Provide breakfast for all/ breakfast club for targeted pupils	<ul style="list-style-type: none"> <li>Teachers reported increase engagement in mornings following on from previous use of this strategy</li> <li>On average 65% of pupils report not having breakfast in the morning</li> </ul>	4
Trips will be subsidised and payments plans put into place	<ul style="list-style-type: none"> <li>High proportion of disadvantaged pupils (50% compared to national 23%)</li> <li>Lack of confidence in pupils</li> <li>Some pupils would not have the opportunity to attend without the subsidy</li> </ul>  <p>Outdoor adventure learning</p> <p><i>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</i></p>	3, 5
Library will be up and running for teachers and pupils to access books	<ul style="list-style-type: none"> <li>Around 60% of our pupils do not have access to reading books at home</li> <li>Wide range of books now available to support with the wider curriculum</li> </ul>	1, 2, 6
Additional Maths resources purchased	 <p>February 2020 Target</p> <p><i>Leaders and teachers must ensure that pupils are given sufficient time to practise and perfect their mathematics before they move on.</i></p>	1
Pastoral team support offered	<ul style="list-style-type: none"> <li>Deprivation index of 0.4%</li> <li>8% of pupils have a social worker</li> <li>1.4% of children are LAC</li> <li>High proportion of disadvantaged pupils (40% compared to national 21%)</li> </ul>	1, 4, 5
Uniform and basic necessities provided for vulnerable families	<ul style="list-style-type: none"> <li>Deprivation index of 0.4%</li> <li>High proportion of pupil premium children</li> </ul>	4

**Total budgeted cost: £ 360,000**

## 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.

Maths					Summer 23 Assessment Data				
	Year	Cohort	DP	Other	Reading				
						Year	Cohort	DP	Other
EXS	Rec	75%	53%	85%	EXS	Rec	72%	53%	80%
GDS					EXS				
EXS	2	73%	65%	81%	PSC	1	76%		
GDS		32%	27%	36%	EXS	2 (SATs)	66%	63%	69%
EXS	6	90%	85%	96%	GDS			25%	22%
GDS		45%	45%	52%	EXS	6	91%	88%	96%
				GDS			37%	38%	37%

Writing				
	Year	Cohort	DP	Other
EXS	2 (SATs)	64%	59%	69%
GDS		23%	16%	31%
EXS	6	88%	88%	96%
GDS		31%	38%	37%

2021-2022 Review

Due to Covid-19, a number of our actions/approaches on our previous Pupil Premium strategy had to be changed or adapted and unfortunately we did not meet the targets we had set. Although in previous years the gaps have narrowed, the multiple lockdowns and bubble closures in previous years had a negative impact on pupils, in particular disadvantaged pupils. We feel this is down to a number of challenges including lack of resources and engagement and an increase in SEMH needs. As well as this, attendance was difficult and this fell significantly below our targets.

Attendance update:

PA	Autumn 2022	Autumn 2021	Impact
Whole	18.8	28.7	-9.9
DP	21.3	34.2	-12.9
Other	16.7	25	-8.3

Persistent absence has reduced in comparison to previous year (see table above). There has been a significant improvement in challenging attendance and lateness. Attendance officer has a good understanding of OSPA's attendance compared nationally. Attendance officer has since used this information to implement whole school incentives to improve attendance and lateness. Pupils have responded positively to the incentives, they have created a competitive element across classes and promoted pupil responsibility for their own attendance.

We have significantly increased the 1:1 and group support we offer to try and ensure rapid catch-up for pupils. Some of our pupils did not access learning during Covid-19 and some struggled due to lack of support and engagement. Although there has been a positive impact and most children have caught up or have made significant progress in catching up, there are still gaps in children's learning that need addressing.

There was also been a huge increase in the support we have put into place for those with SEMH needs. We are still seeing a negative impact of lockdowns on the children and we have put a range of different support into place to try and ensure positive mental health for all.

Extra-curricular activities and trips have gone ahead as in 2021-2022. We hope this will continue, however, with the current cost of living crisis additional subsidies may be necessary or alternatives may have to be considered.

The current curriculum areas of focus are phonics, writing and geography. In phonics we have introduced Little Wandle to all from EYFS to Year 2. Although significant progress was made, particularly in closing the gender gap in writing, improving outcomes in writing continues to be a priority for the academy for 2022-2023. The focus this year in writing will be to support teachers with forensic analysis; modelling best practice of how to address specific weaknesses in writing. Geography is also a key area we are working on, we made significant progress in our teaching and learning of History and feel a similar approach and plan is necessary to improve Geography.

### 2022-2023 Review

#### Attendance

PA	Sept-June 21-22	Sept-June 22-23	Impact
<b>Whole</b>	22.11	18.97	-3.14
<b>DP</b>	26.84	21.99	-4.85
<b>Other</b>	17.94	15.98	+1.96

Whole school attendance – 93.3%

DP – 93%

Persistent absence has improved in comparison to this time last year. (see table). There has been a significant improvement in majority of pupils and those where we haven't seen enough improvement we have held a SAP meeting to challenge attendance and lateness.

Year 3 will be a focus for this year this year due to the gap, particularly in Maths. An additional apprentice teaching assistant will be recruited to provide small group intervention and additional support across the year group. In other areas the gap is narrowing and in Year 6 Maths the DP outperformed the NDP.

The writing gap has decreased and this will continue to be focussed on, as will phonics. The non-core subject we will be focusing on this year are Music, DT, French and PE. An additional programme (Kapow) will be purchased to support.

Due to the ongoing cost of living crisis, trips and experiences were subsidised more than usual and this will continue to be necessary to ensure that DP are offered the same opportunities

## 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>
Nessy Dyslexia, Reading and Spelling	Nessy Learning
Classroom Secrets	Classroom Secrets
Deepening understanding	Deepening Understanding Ltd
Rigolo	Rigolo (Oxford University Press)
Purple Mash	2 Simple
Effective Maths	Effective Maths – Gregg Wallace
PiXL	PiXL
Times Tables Rockstars	Maths Circle
Testbase	Testbase
Kapow	Kapow Primary