

Pupil premium strategy statement – Ormiston South Parade Academy

This statement details our school’s use of pupil 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 (Reception – Year 6)	488
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December, 2024 Updated December, 2025
Date on which it will be reviewed	December, 2026
Statement authorised by	Kate Steward
Pupil premium lead	Amber Wilkins
Governor / Trustee lead	Peter Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024 – 2025 - £328,830 2025 – 2026 - £367,040 2026 - 2027 -
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	2024 – 2025 - £328,830 2025 – 2026 - £367,040 2026 - 2027 -

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston South Parade Academy we always strive to ensure that all pupils make 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. Pupils who are in the care of the Local Authority (CLAC) also generate grant funds as well as the pupils 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 all of their basic needs met to ensure they are able to attend school and are ready to learn
- All pupils will be offered a wide range of experiences and extra-curricular activities
- Pupils with SEND and SEMH needs will have support and interventions put into place and teachers will have the knowledge and skills to support all needs
- 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 pupils have their needs met and ensure any additional needs are not a barrier to them learning and reaching their full potential
- Pastoral support 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	Assessments show that DP(disadvantaged pupils) have greater gaps in learning compared to NDP (non- disadvantaged pupils) in all areas of learning
2	High percentages of disadvantaged pupils also fit into another vulnerable group such as having SEND or SEMH difficulties
3	Due to high levels of deprivation, the academy needs to provide wider learning opportunities and curriculum enrichment for all pupils. Such opportunities will support pupil knowledge, skills and holistic development. Increased pupil aspiration impacts positively on motivation, resilience, increased pupil progress and attainment
4	Lack of financial resources sometimes results in the basic needs of a child not being met and can contribute to poor attendance and engagement with families
5	The attendance of our disadvantaged pupils has been lower than their non-disadvantaged peers in previous years. Although the gap has greatly improved and the number of persistent absentees has significantly reduced, this is something that needs to remain a high priority to ensure the high standards remain
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	Disadvantaged pupils have greater difficulties with mastering early reading skills compared to non-disadvantaged pupils. This is further negatively affected by low levels of parental engagement in supporting reading skills at home throughout all key stages
8	Due to the high levels of deprivation, some pupils are starting school at a disadvantage with both social and communication skills meaning rapid catch-up and interventions are needed to be implemented straight away

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 through quality first teaching and targeted support	<ul style="list-style-type: none"> - Gap between NDP and DP will continue to decrease and this will show in data analysis - More DP with achieve greater depth standard
2. Develop our enrichment and extracurricular offer so that pupils are equipped with the knowledge and cultural capital that they need to succeed as well as gaining a wide range of experiences	<ul style="list-style-type: none"> - Positive feedback for clubs and trips - Subsidised trips will enable disadvantaged pupils to attend - Attendance figures improve - Writing will improve through the offer of real life experiences - Increased confidence and social skills in the pupils
3. Continue to improve attendance and reduction in persistent absentees	<ul style="list-style-type: none"> - Attendance officer will closely monitor absences and work with SLT and EWO to ensure a quick response - Home visits take place - Positive impact of previous strategy will continue
4. Increase community and family engagement. Families will receive the support and guidance from school and external agencies to ensure pupil's additional needs are not a barrier to them learning and reaching their full potential	<ul style="list-style-type: none"> - A wide range of support and agencies will be offered to families - Basis needs of all pupils are met - Open dialogue between academy and families - Families have access to basic needs including food, uniform...
5. Continue to develop and improve behaviour (focus on unstructured times) in the school through CPD and teaching to ensure consistency and high standards	<ul style="list-style-type: none"> - Improved behaviour - decrease in blue/red cards - Positive feedback from learning walks
6. Pupils with additional needs or SEMH needs will be identified quickly and a plan of support will be developed to ensure all pupils have their needs met and are able to achieve their full potential despite any barriers	<ul style="list-style-type: none"> - No waiting list for support for SEMH - CPD -teachers will gain a good understanding of a wide range of SEND needs and work effectively with outside agencies







Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)





Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued programme of CPD and training for teachers</p> <p>Behaviour CPD and support through OAT</p> <p>MITA training</p> <p>Delivering high-quality teaching to narrow the attainment gap and to secure the best possible outcomes for all pupils, including DP</p>	<p> Metacognition and self-regulation + 7 months</p> <p><i>“There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</i></p> <p>High Quality Teaching</p> <p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.”</i></p> <p> Teaching Assistant Interventions + 4 months</p> <p><i>“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year”</i></p>	<p>1,6,7,8</p>
<p>Continue CPD and subscription for Little Wandle to support teachers and increase the % of pupils achieving a pass on the PSC</p> <p>Continue to implement the SEND programme and catch-up from Little Wandle</p>	<p>78% of pupils in Year 1 passed the PSC (NDP 83% DP 71%)</p> <p> Phonics + 5 months</p>	<p>1,2,6,7,8</p>
<p>Continue to develop the teaching of vocabulary to improve the teaching of reading and oracy</p>	<p>ADP focus</p> <p> Oral language interventions + 6 months</p>	<p>1,6,7</p>

<p>Continue to develop and implement Reading Comprehension strategies</p> <p>Develop reading for pleasure culture in the academy to increase the frequency of disadvantaged pupils reading at home and overcome barriers to reading</p> <p>Further, improve and provide high quality and a diverse range of fiction and non-fiction books and classroom resources for all pupils.</p>	<p>Reading comprehension strategies + 6 months</p>  <p>The Reading Agency Literature Review:</p> <p><i>“The impact of reading for pleasure and empowerment June 2015 report states link between improved attainment social and cultural capital emotional and personal development as a direct result of increased reading for pleasure.”</i></p>	
<p>Continue to use PiXL assessments and resources to strengthen teacher understanding of individuals gaps in learning to plan and implement teaching and interventions</p>	 <p>Standardised tests can provide reliable insights into strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions of teacher instruction</p>	1,6,7
<p>Continue subscription and CPD for Effective Maths used across the school</p>	 <p>Effective Maths is a comprehensive framework for ensuring high quality maths teaching</p>  <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>	1,6,7
<p>CPD for staff and increased focus on communication and language approaches</p> <p>Continued focus on Physical Development strategies in EYFS</p> <p>Play based learning in EYFS and some elements to be brought in to Year 1</p> <p>Wellcomm interventions programmes and training for teachers</p>	 <p>Communication and Language approaches + 7 months (Early Years)</p> <p><i>“There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.”</i></p>  <p>Physical Development strategies + 5 months</p> <p><i>“Approaches supporting physical development and activity in young pupils can have a valuable positive effect on their learning of five months additional progress, on average.”</i></p>	1,2, 6,7,8






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


Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 reading for lowest 20% of pupils in every class</p> <p>Extended school time for 1:1 reading (focus on targeted pupils in KS1)</p>	<p>Previous success using this strategy (100% of pupils who attended the reading sessions made progress)</p> <p> 1:1 tuition + 5 months</p> <p><i>“On average, one to one tuition is very effective at improving pupil outcomes.”</i></p>	1,2,6,7,8
<p>Small group/ 1:1 tuition (provided by SLT, TAs and HLTAs)</p> <p>Computer based interventions to continue for SEND pupils</p>	<p>NDP outperforming DP in all year groups</p> <p> 1:1 tuition + 5 months</p> <p>Small group tuition + 4 months</p> <p><i>“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.”</i></p>	1,2,6,7,8
<p>Additional support in EYFS to support high numbers of PP pupils and facilitate early language interventions</p>	<p> Oral Language interventions +6months</p>	1,6,7,8
<p>Behaviour and learning mentor to provide support and interventions to selected pupils</p> <p>SEMH and behavior interventions to be offered</p> <p>Alternative lunchtime provision</p>	<p> Social and emotional learning + 4 months</p> <p>Behaviour interventions + 4months</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, both of which may subsequently increase academic attainment.”</i></p>	1,2,6,7,8

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer and SLT support</p> <p>Family support for attendance</p> <p>Rewards and incentives for pupils</p>	<p>Impact from previous PP strategy shows there has been a positive impact with the strategies put in to place.</p>  <p>Department for Education 2016 research</p> <p><i>“The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.”</i></p>	<p>1,4,5</p>
<p>Outside agencies will be brought in to support the SEMH needs of the pupils</p>	 <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, both of which may subsequently increase academic attainment.”</i></p>	<p>1,2,8</p>
<p>CPD for teachers and support staff to improve behaviour for all pupils</p> <p>OSPA shop reward system to continue</p>	 <p>Behaviour interventions + 4months</p> <p>Meta cognition and self-regulation + 7 months</p>	<p>1,3</p>
<p>Subsidised trips and experiences, provided for all pupils</p> <p>Parent pay subscription to continue</p>	 <p>Collaborative learning approaches + 5 months</p> <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>	<p>3,4</p>
<p>To continue to increase parental engagement through workshops, coffee mornings, NSPCC visits...</p>	 <p>Parent engagement + 4months</p> <p><i>Parental engagement has a positive impact on additional progress</i></p>	<p>3,4</p>

<p>Basic needs to be met for all pupils</p> <p>Breakfast for all and breakfast club for targeted pupils</p> <p>Food and uniform banks</p>	<p>Deprivation index of 0.4%</p> <p>On average over 50% of pupils come to school without having had breakfast</p> <p> Studies generally support the potential of breakfast to lower hunger and improve short-term learning</p>	<p>3,4</p>
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Total budgeted cost: £330,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS GLD			
Whole	DP	NDP	
72%	68%	70%	

KS1 PSC			
Whole	DP	NDP	
85%	78%)	94%	

Year 4 MTC			
Score	Whole	DP	NDP
20+	76%	71%	85%
25	36%	27%	52%

End of KS2			
Subject	Whole	DP	NDP
Combined	82% (62%)	70%	100%
Reading	86% (75%)	77%	100%
Writing	84%	73%	100%
Maths	84% (74%)	87%	100%
GPS	84% (73%)	77%	95%

Attendance			
	Whole	DP	NDP
Whole School Attendance	94.8%	94.5%	95.3%
Persistent Absence	16.3%	17.6%	14.4%

Externally provided programmes

Programme	Provider
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