

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 Horizon Academy
Number of pupils in school	1051
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Andy Fitzgibbon
Pupil premium lead	Michelle Lawrence
Governor / Trustee lead	Helen Clayton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,450 (£955 pp)
Recovery premium funding allocation this academic year	£57,130
Tutor led funding	£47,871
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Recovery catch up carried over: £2663.36
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective of the pupil premium strategy plan is to ensure an equitable education is in place to ensure all students, especially those identified as disadvantaged, are provided with an inspirational and ambitious learning journey to achieve beyond their Horizons. Strategies will be applied within the classroom and throughout academy life to ensure our disadvantaged learners have the best opportunities to achieve and prepare for life beyond secondary education.

The pupil premium strategy identifies key actions and monitoring processes that are to be implemented to ensure equity of education for all disadvantaged learners throughout the academy.

The key principles of the strategy plan are:

- 1. Ensuring disadvantaged students are identified by teaching and non-teaching staff*
- 2. Ensuring strategies within the classroom support the learning of all learners, especially those from a disadvantaged background*
- 3. Ensuring strategies are in place to provide opportunities for and support the personal development of disadvantaged learners*
- 4. Ensuring disadvantaged learners are supported for their transition beyond secondary education*

Challenges

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

Challenge number	Detail of challenge			
1	<i>Attendance of disadvantaged students is significantly lower than their non-disadvantaged peers.</i>			
		2021-22	2020-21	2019-20
	% attendance PP	87%	88%	90.8%
	% attendance non-PP	93%	95.4%	95.3%
2	<i>Behaviour incidents recorded for disadvantaged learners are higher than those of their non-disadvantaged peers.</i>			
		2021-22	2020-21	2019-20
	% of total behaviour points awarded to PP students	55%	60%	64%

3	<i>The achievement gap between disadvantaged and non-disadvantaged students is significant.</i>				
		2021-22	2020-21	2019-20	2018-19
	P8 PP	-0.53	-0.69	-0.64	-0.89
	P8 Overall	0.03	-0.26	-0.55	-0.44
4	<i>Reading ages of disadvantaged students are significantly lower than those of their non-disadvantaged peers.</i>				
5	<i>The parental engagement of disadvantaged students is lower than those of non-disadvantaged students.</i> 68% (38) of all non-attendees to parents' evenings in 2020-2021 were parents to PP students.				
6	<i>The attendance at enrichment clubs is lower for disadvantaged than non-disadvantaged students.</i>				

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. Improve attendance of disadvantaged students	Reduce the attendance gap between pupil premium and non-pupil premium students to <3%.
2. Reduce fixed term exclusions for disadvantaged students	Reduce the number of behavioural incidents for PP learners by a minimum of 20%.
3. Reduce the pupil premium achievement gap	Decrease the pupil premium P8 gap by 0.2 in comparison to 2019.
4. Reduce the reading age gap between disadvantaged and non-disadvantaged students	Reduce the gap between reading age and chronological age for all PP learners by a minimum of 6 months.
5. Increase parental engagement of parents from a disadvantaged background	Reduce the number of PP non-attendees to parents' evenings by a minimum of 20%.
6. Increase the number of disadvantaged students accessing enrichment activities	The percentage attendance to all extracurricular clubs is made up of a minimum of 50% PP students.

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.

Total budgeted cost: £ 368,031.20

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £321,031.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focused staff CPD to support mixed ability teaching at Key Stage 3 at different career stages.</i>	Mixed ability setting Feedback Classroom pedagogy	1, 2, 3, 4, 5, 6
<i>Specific staff CPD to develop SEMH support for students.</i>	Social and emotional learning - EEF	2
<i>Staff recruitment in English, maths, science & Ebacc to support Horizon Group in Key Stage 3 and smaller class sizes in Key Stage 4.</i>	Reducing class size - EEF	3, 4
<i>Employment of English and Maths Tutor to deliver intervention for identified disadvantaged students.</i>	Small group tuition – EEF	3, 4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Science tutoring for identified PP individuals</i>	Small group tuition - EEF	3
<i>Targeted P6 intervention programme for identified Year 10 and 11 students.</i>	Extending the school day - EEF	3, 6
<i>Y11 revision residential to support student achievement for targeted individuals.</i>	Summer schools - EEF	3
<i>Y10 revision residential to support student achievement for targeted individuals.</i>	Summer schools - EEF	3
<i>The Brilliant Club programme for disadvantaged HPA Year 10 students</i>	Small group tuition - EEF	3
<i>Year 7 Planet Orbit Catch-Up Programme for identified students from GL Assessment data.</i>	Small group tuition – EEF Reading comprehension strategies - EEF	3, 4
<i>Half Term Intervention Programme for targeted Year 11 students</i>	Summer schools - EEF	3
<i>Revision Resources for all Y11 students, including core subject revision guides.</i>	Independent learning	3
<i>Literacy resources for the academy's Whole School Reads programme.</i>	Reading comprehension strategies - EEF	4

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted attendance interventions for Pupil Premium students, e.g. Port Vale mentoring</i>	Mentoring – EEF Behaviour Intervention - EEF	1
<i>Use of the Horizon Hub to reduce potential PA cases and increase attendance for individual students</i>	Mentoring – EEF Behaviour Intervention - EEF	1, 5
<i>Girls on Board peer relationship training for all KS3 girls</i>	Mentoring – EEF Behaviour Intervention - EEF	2
<i>Cherished behaviour intervention for targeted individuals</i>	Mentoring – EEF Behaviour Intervention - EEF	2
<i>Employment of Attendance Support Officer to target PP students with attendance below national average.</i>	Staffing support	1, 5
<i>Introduction and staffing of Thrive to support vulnerable students in self-regulation and behaviour management.</i>	Behaviour Intervention - EEF	1, 2
<i>Attendance rewards to incentivise and congratulate positive behaviour and attendance.</i>	Incentives	1, 2, 5, 6

Total budgeted cost: £ 368,031.20

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.

Outcome 1 Ensure all Year 11 students have an appropriate Post-16 Progression route that meets their futures needs as young adults.

Disadvantaged students were prioritised with careers appointments with 100% of students attending either a face-to-face or phone careers appointment. All students received support with college applications to reducing the number of NEET students to 1.

Outcome 2 All year 7 students have access to highly effective bridging and recovery schemes of learning across all subjects

Primary school data was effectively implemented to ensure all Year 7 students accessed an ambitious curriculum whilst missed KS2 content was built into schemes of learning where appropriate. The further impact of Covid meant there was the potential for further missed learning in Key Stage 3, however, this was minimised through the quick transition to remote teaching. Follow up GL Assessments could not be fully completed to provide a data-based improvement to track the progression of the students across the academic year.

Outcome 3 Plan and implement short, medium and long term catch up curriculum plans for all year groups that mitigate against lost teaching time

Curriculum catch up plans were designed and implemented in all subjects and Key Stages to allow all students to access key missed curriculum content. These were regularly reviewed and adapted where necessary as Covid caused periods of small group and full cohort isolation. Online teaching was delivered and disadvantaged students were provided with the necessary resources to access remotely. Maths, English and Science tutors were used to deliver live lessons to isolating students who could not be taught by their usual classroom teacher.

Outcome 4 All students make rapid progress in their literacy so that they have caught up deficit by December

Due to the impact of Covid on live, remote and blended teaching this was difficult to track and monitor last academic year, however new strategies have been implemented this year to further address and track this. Reading and spelling tests have been completed in the first term to track and monitor the development of literacy this academic year. Accelerated Reader was not implemented due to lack of access to IT facilities and barriers to delivering online.

Outcome 5 Bespoke CPD programme ensures quality first teaching across the academy

Staff briefings, meetings and training still took place virtually (where face-to-face meetings could not take place) to support staff development during this time. Staff feedback was gathered to assess individuals' confidence against teaching standards. This was then used to plan and design the CPD programme for the subsequent academic year, ensuring this was bespoke to career stage, academy priorities and personal need.

Outcome 6 Attendance rates, specifically amongst groups of disadvantaged students are above national figures for 2019-20

The impact of Covid significantly impacted the attendance rates of all students, particularly those with a disadvantaged background. The percentage gap between disadvantaged and non-disadvantaged students over the academic year remained high at 6%. Attendance procedures followed for all students in line with OAT, LEA and DfE Covid guidance.

Outcome 7 Students' demonstrate positive mental health and wellbeing and exceptional personal and social development

The introduction of the Horizon Hub provided a new and valuable resource to support students' mental health, and reduce the number of potential PA students. 11 students regularly accessed the hub throughout the academic year, avoiding persistent absence. A small number of students with increased anxiety and conditions such as Tourette's Syndrome had access to the Hub to allow them to attend mainstream education and avoid periods of absence.

Continuation of external and internal agencies ensured students still accessed necessary services throughout this period, on Microsoft Teams, through telephone conversations and in a face-to-face capacity where allowed.

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

Programme	Provider
Revision made easy	MADE
KS4 Revision Resource	GCSEPod
English and Maths Catch Up	Pet-XI

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

A number of whole school strategies are in the process of implementation to increase equity of education for our disadvantaged students including:

- Mixed ability setting in Key Stage 3*
- Development of the Key Stage 3 curriculum intent in all subjects to ensure ambition for all*
- Consistent approaches to lesson structure and classroom practice strategies*
- New assessment strategy in development in Key Stage*
- Use of micro scripts in classrooms and on corridors*