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	1078
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£376,270
Recovery premium funding allocation this academic year	£110,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,042
Total budget for this academic year	£533,092

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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 learners, particularly those identified as disadvantaged, are provided with access to inspirational and ambitious curricula, allowing them to obtain high aspirations and achieve beyond their horizons. Strategies will be applied within the classroom and throughout academy life to ensure our disadvantaged learners have not only the best opportunities to achieve academically, but also to develop their personal skills and character in preparation for life beyond secondary school.

The pupil premium strategy plan identifies key challenges and intended outcomes. The identification of key actions and monitoring processes will help to ensure there is equity in education at Ormiston Horizon Academy.

The key principles of the plan are outlined below:

1. *Ensure all students, including those that are disadvantaged, are known by teaching and non-teaching staff, and feel safe in the academy*
2. *Ensure strategies within the classroom support the learning of all students, especially those from a disadvantaged background*
3. *Ensure all disadvantaged learners have adequate opportunities in and out of the curriculum to develop their personal skills, experiences and character*
4. *Ensure all disadvantaged learners receive supported in making informed choices about, and in preparation 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	*Attendance of disadvantaged students is significantly lower than their non-disadvantaged peers, this was 4% lower for disadvantaged students in 2022.*
2	*Behaviour incidents recorded for disadvantaged learners are higher than those of their non-disadvantaged peers. In 2021-22 72% of all suspensions were for disadvantaged students.*
3	*The achievement gap between disadvantaged and non-disadvantaged learners is significant. In 2021-22 the achievement gap was 0.54.*

4	*Reading ages of disadvantaged students are lower than their non-disadvantaged peers. The average SAS reading score for disadvantaged students is 97.2, in comparison to 102 for non-disadvantaged.*
5	*The parental engagement of disadvantaged students is lower than that of non-disadvantaged students. With an average of 50% of all non-engagement from parents of disadvantaged learners.*
6	*Attendance at enrichment clubs for disadvantaged students is lower than their non-disadvantaged peers, with 30% less disadvantaged students participating in enrichment in comparison to their peers in 2022.*

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 disadvantaged and non-disadvantaged students to <2%
2. Reduce fixed term exclusions for disadvantaged students	The number of suspensions for disadvantaged students is significantly reduced in comparison with non-disadvantaged students by a minimum of 20%.
3. Reduce the pupil premium achievement gap	Decrease the pupil premium P8 gap to <0.2 in comparison to non-disadvantaged students.
4. Reduce the reading age gap between disadvantaged and non-disadvantaged students	The average reading SAS for disadvantaged students has increased to a minimum of 100, in line with national average.
5. Increase parental engagement of parents from a disadvantaged background	Ensure the parental engagement gap between disadvantaged and non-disadvantaged is <5%.
6. Increase the number of disadvantaged students accessing enrichment activities	Attendance gap between disadvantaged and non-disadvantaged students at extracurricular activities is reduced to <10%

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: £321,031.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	Challenge Adaptive teaching Classroom pedagogy priorities	1, 2, 3, 4, 5, 6
Staff CPD to support SEMH	Social and emotional learning - EEF	1, 2
Staff recruitment in SEMH roles for behaviour support	Social and emotional learning - EEF	1, 2
Staff recruitment in English, Maths, Science & Ebacc to support Horizon Group	Reducing class size - EEF	3, 4
Employment of English and Maths Tutor	Small group tuition – EEF	3, 4
Lexoniks CPD	Reading comprehension strategies - EEF	4
Technology used to support high-quality teaching and learning	Government approaches to effective use of PP funding	3,4,5

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English tutoring for identified PP individuals	Small group tuition - EEF	3

Targeted P6 intervention programme	Extending the school day - EEF	3, 6
Y11 Residential	Summer schools - EEF	3
Y10 Residential	Summer schools - EEF	3
Small Group Tutoring in Science	Small group tuition - EEF	3
The Brilliant Club programme for Year 10 students	Small group tuition - EEF	3
Numeracy Catch-Up Programme	Small group tuition – EEF	3, 4
Holiday Intervention Programme	Summer schools - EEF	3
Revision Resources for all Y11 students	Independent learning	3
Literacy resources for WSRs & Lexoniks	Reading comprehension strategies - EEF	4
Allocation of LSPs and relevant CPD	Government guidance in effective use of PP funding	3,4,5

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

Budgeted cost: £ 120,000

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Targeted attendance interventions for Pupil Premium students, e.g. Port Vale mentoring	Mentoring – EEF Behaviour Intervention - EEF	1
Use of the Horizon Hub to reduce potential PA cases and increase attendance for individual students	Mentoring – EEF Behaviour Intervention - EEF	1, 5
Girls on Board peer relationship training for all KS3 girls	Mentoring – EEF Behaviour Intervention - EEF	2
Cherished behaviour intervention for targeted individuals	Mentoring – EEF Behaviour Intervention - EEF	2
Employment of Attendance Support	Staffing support	1, 5

Provision of Thrive to support vulnerable students	Behaviour Intervention - EEF	1, 2
Charter experiences for all students as part of the OHA Charter	Personal Development	1, 2
Attendance Rewards	Incentives	1, 2, 5, 6
Increase in extra-curricular opportunities	Personal Development	1, 2, 5, 6

Total budgeted cost: £ 531,031.20

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.

1. **Improve attendance of disadvantaged students**
   The attendance gap between disadvantaged and non-disadvantaged students still remains significant at 4%. This does however show a reduction from a 9% difference in 2020-21. With the introduction of an assistant attendance office and a new tracking and monitoring system this allowed staff to be deployed more effectively, with all staff taking on some accountability for attendance. Increased incentives and attendance related rewards were built in at the end of the academic year which will become embedded practice to incentivise and praise the profile of attendance.

2. **Reduce the number of suspensions for disadvantaged students**

   - *The number of suspensions in 2021-22, at 72%, is in line with previous academic years (2019-20 – 73%, 2020-21 – 74%). Several new strategies have been implemented to support in the de-escalation of behavioural sanctions for disadvantaged learners, such as Thrive and PALP. An improved behaviour system introduced at the end of the academic year with more robust tracking of key groups. The appointment of an SEMH Coordinator and links with external support agencies such as Port Vale Mentoring and School Counselling will continue to support these key groups. Further support is required in order to reduce the significant difference*

3. **Reduce the pupil premium achievement gap**
   The attainment gap between disadvantaged and non-disadvantaged remains significant at 0.54. Disadvantaged students underperformed on average at -0.86. This identifies the need for disadvantaged attainment to remain a key academy priority. Strategies to support learners in vocational and/or open performance subjects supported an improvement in attainment for disadvantaged learners in Music, Health and Social Care and Art and Design.

4. **Reduce the reading gap between disadvantaged and non-disadvantaged students**
   The introduction in the academy wide WSR programme has increased student exposure to texts and reading aloud significantly. A reading culture is starting to become embedded with the morning sessions setting a high standard this academic year, Early identification of students requiring literacy intervention is now in place, through the use of regular GL reading assessment, students are targeted in order to reduce the gap between their chronological and reading ages. Data collected at the start of the academic year 2022-23 highlights

disadvantaged students reading ability is below national average by a SAS of 2.8.

5. **Increase parental engagement of parents from a disadvantaged background**
In the absence of explicit data to compare the attendance of disadvantaged and non-disadvantaged parents to parents' evenings and academy events in the previous academic year, the academy target is to ensure there is no difference in attendance greater than 5% between the two parent groups. The current average data shows that from all those whose have not engagement in events and communication so far this academic year, 50% are parents of disadvantaged students.

6. **Increase the number of disadvantaged students accessing enrichment activities**
During the academic year 2021-2022 there was a 30% difference between the attendance to enrichment activities of disadvantaged students in comparison to their non-disadvantaged peers. As tracking of attendance on the EvolveClubs platform was in its infancy, this will provide us with baseline data that we can now use to track progress.

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	GCSE Pod
Work based skills qualifications	Pet-XI
Personal Development sessions through PD days, e.g. Ruff and Ruby, Self-esteem etc	Various

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 with the addition of two challenge classes per year group*
- *Development of the Key Stage 3 curriculum intent in all subjects to ensure ambition for all*
- *CPD and QA of the effective implementation of the curriculum and the effective use of assessments.*
- *Use of OAT lead practitioners to quality assure the intent and implementation of the curriculum in individual subject.*
- *Consistent approaches to lesson structure and classroom practice strategies*
- *Consistent three phase approach to assessments implemented in Key Stage 3 and Key Stage 4.*
- *Use of microscripts in classrooms and corridors*
- *Use of PALP to increase and maintain time in education in behavioural incidents.*