

Pupil premium strategy statement

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 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	1053
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Andy Fitzgibbon
Pupil premium lead	Laura Thomas
Governor / Trustee lead	Rebecca Stringer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£407,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£407,500

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 curriculum, 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.*
- 5. Data is used to prioritise which disadvantage students are most in need and to tailor intervention to address the five barriers facing our students: attendance, literacy, behaviour, aspirations, parental engagement*

Challenges

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

Challenge number	Detail of challenge
1 - Attendance	<i>Attendance of disadvantaged students is significantly lower than their non-disadvantaged peers, this was 5% lower for disadvantaged students in 2024.</i>
2 – Behaviour	<i>Behaviour incidents recorded for disadvantaged learners are higher than those of their non-disadvantaged peers. In 2024 75% of all suspensions were for disadvantaged students.</i>
3 – Achievement and aspirations	<i>The achievement gap between disadvantaged and non-disadvantaged learners is significant. In 2024-25 the achievement gap was -0.72</i>
4 - Literacy	<i>Reading ages of disadvantaged students are lower than their non-disadvantaged peers. 40% of disadvantaged learners sit below their chronological reading age compared to 31% non-disadvantaged.</i>
5 – Parental Engagement	<i>The parental engagement of disadvantaged students is lower than that of non-disadvantaged students. Attendance to parent’s evenings for disadvantage students is 16% lower than non disadvantaged peers.</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 disadvantaged and non-disadvantaged students to <3%
2. Reduce fixed term exclusions for disadvantaged students	The number of suspensions for disadvantaged students is significantly reduced in comparison with non-disadvantaged students to <65%
3. Reduce the pupil premium achievement gap	Decrease the pupil premium P8 gap to <0.5 in comparison to non-disadvantaged students.

4. Reduce the reading age gap between disadvantaged and non-disadvantaged students	The reading age of a disadvantaged student has increased by an average of 8 months reducing the gap between disadvantaged and non-disadvantaged
5. Increase parental engagement of parents from a disadvantaged background	Ensure the parental engagement gap between disadvantaged and non-disadvantaged is <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: £250,103

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

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

Budgeted cost: £ 100,000

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
Small group tutoring for persistent absentees in Maths and English	Small group tuition - EEF	1, 3
Progress Today motivation speech and workshop	Small group mentoring and whole - EEF	3
Tassomai homework platform	Independent learning, study skills	3
Saturday Academy -	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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Employment of Attendance Support</i>	Staffing support	1, 5
<i>Provision of Thrive to support vulnerable students</i>	Behaviour Intervention - EEF	1, 2
<i>Breakfast Club</i>	Social and emotional learning - EEF	1, 2
<i>Charter experiences for all students as part of the OHA Charter</i>	Personal Development	1, 2
<i>Attendance Rewards</i>	Incentives	1, 2, 5
<i>Increase in extra-curricular opportunities</i>	Personal Development	1, 2, 5
<i>Back on Track teens mentoring</i>	Personal Development	1, 2, 5

Total budgeted cost: £ 400,103

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 2022 to 2023 academic year.

1. Improve attendance of disadvantaged students

The attendance gap between disadvantaged and non-disadvantaged students still remains significant at 5%. This does however show a reduction from a 9% difference in 2020-21. With the introduction of small group attendance mentoring and a new tracking and monitoring system will allow staff to be deployed more effectively. The use of attendance mentoring and increased incentives and attendance related rewards 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 2023-24 at 75%, is in line with previous academic years (2019-20 – 73%, 2020-21 – 74%, 2021-22 – 72%, 2022-23 - 68%). Several new strategies have been implemented to support in the de-escalation of behavioural sanctions for disadvantaged learners, such as Thrive and turnaround. An improved behaviour system introduced this year with more robust tracking of key groups. The appointment of a PP coordinator and a robust programme of PP mentoring targeting over 50 students identified by RSLs as well as school counselling will continue to support these key groups.*

3. Reduce the pupil premium achievement gap

The attainment gap between disadvantaged and non-disadvantaged remains significant at 0.72. This identifies the need for disadvantaged attainment to remain a key academy priority. Strategies such as coursework support scheduled into the achievement calendar throughout Year 10 and 11 have been introduced this year to support learners in vocational and/or open basket subjects will support an improvement in attainment for disadvantaged learners. Additional tuition in English and Maths will support an improvement in the attainment of PP students in Core subjects. A tracking system for P6s has also been introduced to ensure PP non-attenders can be quickly identified and contact made with home to encourage attendance.

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. 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 assessments, students are targeted in order to reduce the gap between their chronological and reading ages. Lexoniks is used to support students who have been identified as being chronologically below. Reading buddies are used to support Y7 students. Data collected at the start of the academic year 2023-24 highlights disadvantaged students reading ability is below national average by a SAS of 2.8.

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
Careers programme	Unifrog
Personal Development sessions through PD days, e.g. Progress today 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:

- Step Lab coaching to develop the quality of teaching and learning within the academy.
- Strategy of 'Hunting not Fishing' adopted by teaching staff when checking for understanding amongst disadvantaged students
- 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
- Use of PALP to increase and maintain time in education in behavioural incidents.
- Use of mentors and new tracking system to prioritise and individualise support for disadvantage students
- Use of Unifrog and small group careers intervention to raise aspirations

