Pupil premium strategy statement 2023-2024 review and 2024-2025 strategy.

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This statement details our school's use of pupil premium for the 2023 to 2024 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 Chadwick Academy
Number of pupils in school	939 pupils
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	5th December 2024
Date on which it will be reviewed	1st September 2025
Statement authorised by	Mrs Jennifer Lowry-Johnson
Pupil premium lead	Mrs Oonagh Wyss
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 478, 598

Total budget for this academic year	£478, 598

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Chadwick Academy, we set high expectations to ensure that every pupil excels across all aspects of academy life. Our intention is to ensure all students make outstanding progress and that the pupil premium strategy plan removes any potential barriers to learning. We want all our students to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the academy.

We aim to accelerate the progress and raise the attainment of all our disadvantaged students; we believe that although the pupil premium provides additional funding, it also provides focus, setting the achievement of disadvantaged students as a priority. Our ultimate objectives are outlined below:

To increase attendance of PP students in line with non-PP students.
- Our dedicated attendance team focus on the first day of absence with phone calls and home visits for PP students.
- Weekly attendance monitoring.
- Support in place from the pastoral team for parents and carers.
- Punctuality and attendance strategy which includes the use of rewards to ensure students that have barriers to attendance are motivated.
- Free hot breakfast for students.

To increase the levels of literacy, reading and numeracy amongst PP students so they make the same gains as non-PP students.
- Provision of early morning and after school intervention sessions.
- Whole school focus on all aspects of literacy- reading, speaking, vocabulary and writing in all lessons.
- Literacy and reading CPD for staff.
- Reading of form books as part of our Morning Enrichment
- Implementation of Lexonik Advance and Leap programmes for identified students.
- Community Reading initiatives, i.e books for Breakfast

To ensure all students receive the right support.
- Provide alternative provision for pupils at risk of exclusion so that they can access external support agencies so that they develop the skills needed to re-enter mainstream education.
- Timetabling flexibility if changes to student timetables are necessary.
- Provide 1:1 tuition if students are struggling or have gaps in knowledge.

To increase the aspirations of PP students.
- Provision of a comprehensive career's programme.
- 1:1 career's advice with a career's advisor.
- Opportunities given to pupils to visit 6th form colleges and a university trip in years 9 and 10.

- Parents are aware of opportunities for their children via a career's parent pack, including information on apprenticeships, further study etc.

To provide PP students with resources that ensure they make the same progress as nonPP students.
- Provision of trips and study opportunities.
- Departmental action plans are in place indicating their strategic plans for PP students.
- Access to the Innovation Fund to enable departments to purchase additional resources.

To provide PP students with access to enrichment opportunities and cultural capital.
- Provision of extra-curricular clubs.
- Trips to cultural experiences PP students would not normally access.
- In line with the Academy's Enrichment Charter, students will experience art and culture, experience a live sporting event and visit places/regions outside their local community and learn outside the classroom.
- Comprehensive weekly Personal Development lessons through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – the attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.
2	Low levels of literacy, reading and numeracy – students enter OCA with depressed levels of literacy, numeracy and low reading ages. This is increasing year on year.
3	Additional support – some of our PP students require additional support or an alternative curriculum to meet their needs.
4	Low aspirations – many of our PP students have low aspirations and have not had anyone in the family attend university so do not have the level of knowledge at home to draw from when considering options.
5	Lack of resources – PP students often struggle to achieve outcomes due to a lack of resources and opportunities to study and prepare in the correct way for important exams.
6	Lack of enrichment and cultural capital – our PP students may not have had the same access to a wide range of enrichment activities or cultural capital as non-PP students.

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
Increases attendance of PP students.	PP students' attendance is in line with non-PP students.
PP students will have accelerated levels of literacy, reading and numeracy.	Increased reading ages; increased confidence and accuracy in literacy in all subjects; application of and knowledge of numeracy in maths and the wider world.
PP students requiring additional support make the same progress as similar nonPP students.	Students receive the correct support, albeit at an alternative provision placement, or targeted intervention and support at OCA.
PP students are aware of their choices after leaving OCA.	Students will go on to further education, studying the courses that are right for them, in order to gain access to university.
PP students will have access to revision materials and resources.	Students will achieve their potential and desired outcomes in line with non-PP students.
PP students will have access to a complete enrichment programme.	Students will take part in cultural experiences they would not have taken part in otherwise, increase in cultural capital and ultimately improve their vocabulary.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £133,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ two additional maths teachers.	EEF evidence: "Quality teaching helps every child. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."	2,5
A reading intervention tutor to deliver Lexonik (primary and secondary qualified) to work with students with depressed reading ages and low levels of literacy.	EEF evidence: "The most effective intervention is not just for disadvantaged students as a cohort; it is on a specific gap."	2,5
Reading and literacy CPD for staff.	EEF evidence:" Vocabulary and reading are the predictors of achievement and are often related to socio-economic status." "Introduce new skills, knowledge, and strategies with explicit up-front training." "CPD improves the quality of pedagogical knowledge."	2
Employment of graduate teaching assistants in English and maths.	EEF evidence: "We know that if you have high quality teaching assistants that are effective for disadvantaged learners, then you are providing effective intervention for all."	2, 4

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

Budgeted cost: £ 20,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
Saturday academy sessions for all subjects at KS4	EEF evidence: "Address gaps in achievement by focusing on specific gaps in knowledge or lack of skills."	4,5
Holiday academy session for all subjects at KS4.	EEF evidence: "Additional learners' hours can raise attainment as PP students have been disproportionately affected by lockdown."	4,5
Innovation fund to enable departments to bid for additional resources to raise the attainment of PP students, i.e. revision guides, additional software.	EEF evidence: "When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it."	5

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

Budgeted cost: £314,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision	EEF evidence: "PP funding can be used to help students and families to overcome the dual barriers of behaviour needs and socioeconomic disadvantage."	1,3

Leader of alternative provision	DfE evidence: AP providers considered that referrals worked best where full information about the circumstances of the referral were disclosed upfront; where they were able to get comprehensive information on the pupil's background and prior attainment; where any SEND were already identified, or identified early in the transition; where there was a gradual or phased introduction to the AP setting; and where the pupil's parents/ carers and mainstream school remained closely involved.	1,3
Employment of a specialist attendance team of five staff including a home-school liaison officer.	"While interventions may well be one part of an effective PP strategy, they are likely to be most effective when deployed to attend wider barriers to learning, such as attendance."	1
CPD to train staff to become mental health first aiders.	EEF evidence: "All pupils, irrespective of background and barriers to learning can become empowered adults who participate and contribute to society."	1
Provision of the C zone for vulnerable students.	EEF evidence: "Social and emotional learning has an impact of 4 months gained for students who require further support in their ability to interact with others."	1, 3
Purchase of uniform for students including school shoes.	EEF evidence: "There is evidence that free school uniforms improve attendance in areas of very high poverty."	1, 3,5
Purchase of PE kit for students.	Dept for Education: The National Curriculum states that all students must take part in PE lessons.	3,6
Free breakfast for all students as part of a breakfast enrichment club.	EEF evidence: "The impact of free breakfasts' programme found that offering pupils in schools a free and nutritious meal can boost concentration and attainment."	1,5

Free music tuition with peripatetic tutors.	Services for Education Support for Schools evidence: "Peripatetic music lessons can have a hugely positive impact; an increase in confidence, teamwork and focus in the pupils we work with in small group and 1:1 settings." EEF evidence: "We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	5,6
Enrichment and Cultural Capital activities including trips abroad and passports as well as Enrichment after school clubs.	EEF evidence: The EEF evaluated interventions which provided learning activities outside of the school day, and found a positive impact on attainment and non-cognitive outcomes including aspirations. The Theories behind Cultural Capital evidence: "Cultural capital is the essential knowledge that children need to be educated citizens."	6
Purchase of Springpod- guidance data base of post 16 and post 18 opportunities and work experience.	"Springpod has justifiably emerged as a market leader in providing virtual work experience. The range of opportunities offered is impressive and keeps expanding." EEF. It allows schools to provide students with virtual work experience and degree taster programmes – enabling us to meet the Gatsby Benchmarks.	4
ClassCharts software to improve communication and engagement with parents and carers.	DfE evidence: Parental engagement has a large and positive impact on students' learning. The impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools."	1,4,5
The Day online subscription	The Day contributes to the students' Cultural Capital enabling them to perform well in school, knowing how to talk in different social groups or societies, accessing higher education and being successful in work or a career.	6
Lexonik.	"The results really have been quite phenomenal, and the confidence and resilience this has built in our students is something we could never have expected."	4,5

Total budgeted cost: £

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 2023 to 2024 academic year.

REVIEW AND IMPACT OF 2023/24: In 2023/24 Ormiston Chadwick Academy received Pupil Premium funding of £468,511

Our spending strategy was as follows*:

STRATEGY	COST
TEACHING:	
One additional maths teacher.	£34,687
Graduate teaching assistants in English.	£21,000
Reading Intervention Tutor (Lexonik)	£21,000
Librarian support/HLTA	£21,000
TARGETTED ACADEMIC SUPORT:	
Alternative provision (Harmonize and Everton)	£244,676
Leader of Alternative provision	£26,250

1:1 career's interview.	£5,068
Saturday academy and holiday sessions.	£5,000

Innovation fund. (bidding fund for departments to target the attainment of PP students)	£8,000
WIDER STRATEGIES:	
Attendance officers x2	£52,000
C zone for vulnerable students	£25,244
Free breakfast	£6,773
Visiting speakers and theatre companies.	£600
Peripatetic music lessons & instruments	£7,000
RATIONALE AND EVALUATION OF SPENDING STRATEGY **TEACHING:**	

BARRIER: Students enter the academy with depressed levels of literacy and numeracy.

As a result of the above barrier, we took the decision to focus a large percentage of the funding on maths and English, providing dedicated PP intervention within and beyond the timetable. The Recovery Fund had a large proportion of the spend dedicated to the purchase of books and other reading initiatives. The impact of the PP spending provided additional maths teachers to enable smaller class sizes as well as staffing intervention sessions before, during and after school interventions. The graduate teaching assistants were integral to closing the attainment gap between PP and nonPP students as their focus had been on in-class support, and 1:1 tuition.

TARGETTED ACADEMIC SUPPORT:

BARRIER: Some of our PP students require additional support or an alternative curriculum to meet their needs.

Alternative provision provided some students with an alternative to exclusion and allowed them to access more external support agencies to help them re-enter mainstream education. As well as funding the provision, students were also supported in terms of paying for taxis, trains and bus passes. The timetable was also costed and constructed so that many teachers had additional periods where they could provide flexibility for students that need to be re-timetabled to ensure the curriculum is fit for purpose and they still receive an excellent entitlement if they come out of a subject.

BARRIER: Many of our PP students have low aspirations and have not had anyone in the family attend university so do not have the same level of knowledge at home to draw form when considering future options.

We put in place a comprehensive and concise careers' programme to ensure that all PP students had 1:1 career's advice with an impartial career's advisor through the SLA with Career's Connect. Though in-person university visits did not happen last year, remote visits were made available to students and all parents received an individualised career's pack, informing them of careers, apprenticeships, and labour market information.

BARRIER: Students often struggle to achieve outcomes due to a lack of resources and opportunities to study and prepare in the correct way for exams.

Additional study opportunities at weekends and in the holidays enabled those KS4 PP students to access all subjects and enabled gaps to be closed more rapidly. Middle leaders ensured sessions were provided by students to improve their attainment particularly in relation to coursework deadlines and mock exam preparation. Our innovation fund enabled all departments to access additional funding for PP students in a variety of ways, whether it was buying revision guides, flash cards or the marking of PP students' mock exam papers and online learning resources such as Everlearner. All departments wrote a bespoke action plan of how they would like to utilise PP funding to break down barriers and support these students.

WIDER STRATEGIES:

BARRIER: The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.
Our attendance team is responsible for making home visits on a daily basis to support students whose absence is due to a log term illness, educated in another setting and those with social, emotional issues or other complex needs which prevent them attending school. Free breakfast ensured that PP students ate something to aid concentration. The revised attendance and punctuality included the use of rewards to ensure students were motivated.

BARRIER: Our PP students have not had the same access to a wide range of enrichment activities as non-PP.
Allocating funding to this meant that no PP student was at a disadvantage; all students were able to access our enrichment programme.

DISADVANTAGED OCA STUDENT PERFORMANCE BREAKDOWN

	GCSE 2018	**GCSE 2019**	**GCSE 2020**	**GCSE 2021**	**GCSE 2022**	**GCSE 2023**	**DIFF FROM 2022**
COHORT	55	63	72	84	91	85	+7
PROGRESS 8:	0.61	0.39	0.27	0.4	-0.17	-0.22	0.23
ATTAINMENT 8	45.6	42.4	43.7	40.34	40.49	36.31	12.19

DISADVANTAGED OCA STUDENTS Vs OCA NON-DISADVANTAGED STUDENTS AND TRENDS

GCSE 2019	**Dis**	**OCA ALL 2019 DIFF**	**OCA non-Dis DIFF**	**GCSE 2020**	**Dis**	**OCA ALL 2020 DIFF**	**OCA non-Dis**
PROG 8	0.41	0.56 -0.17	0.75 -0.34	**PROG 8**	0.27	0.67 -0.40	1.17 -0.9
ATT 8	42.3	47.2 -5.0	52.3 -10.0	**ATT 8**	43.70	48.91 -5.21	55.56 -6.65

BASICS	46.0%	60.2% -14.2	75.0% -29.0	BASICS	60.8%	68.9% -8.1	79.3% -11.2
EBACC	3.04	3.54 -0.5	4.1 2.2	EBACC	3.47	3.96 -0.49	4.59 -1.22

ENGLISH P8	-0.11	0.02 -0.13	0.16 -0.27	ENGLISH P 8	-0.39	0.07 -0.32	0.64 -0.25
MATHS P8	-0.09	0.06 -0.15	0.23 -0.32	MATHS P8	0.38	0.69 -0.31	1.08 -0.7
EBACC P8	-0.06	0.18 -0.12	0.46 -0.53	EBACC P8	0.18	0.60 -0.42	1.13 -0.95
OPEN P8	1.50	1.6 -0.1	1.79 -0.29	OPEN P8	0.73	1.13 -0.4	1.61 -0.88

GCSE TRENDS CONTD.

GCSE 2021	Dis	OCA ALL	OCA non-Dis	DIFF
PROG 8	0.4	0.71	1.61	1.21
ATT 8	40.34	47.13	57.3	16.96
BASICS	51%	63%	81%	30%
EBACC	3.04	3.73	4.8	1.76
ENGLISH PROGRESS 8	-0.12	0.32	0.95	1.07
MATHS PROGRESS 8	0.35	0.62	1.01	0.66
EBACC PROGRESS 8	0.19	0.51	0.99	0.8
OPEN PROGRESS 8	0.97	1.22	1.59	0.62

GCSE 2022 DATA COMPARED TO 2023

GCSE 2022	Dis	OCA ALL	OCA non-Dis	DIFF	OCA 2023	Dis	OCA ALL	OCA non-Dis	DIFF
PROG 8	-0.17	0.19	0.8	-0.97	PROG 8	-0.22	-0.09	0.01	0.23

ATT 8	**40.5**	**47.74**	**56.1**	**15.6**	**ATT 8**	**36.81**	**43.49**	**49%**	**12.2%**
BASICS	**50%**	**64%**	**81%**	**31%**	**BASICS**	**28.6%**	**39.2%**	**48%**	**19.4%**
EBACC	**3.2**	**3.9**	**4.7**	**1.5**	**EBACC**	**11.9%**	**18.3%**	**24%**	**12.1%**
ENG P8	**-0.55**	**-0.10**	**0.41**	**-0.96**	**ENG P8**	**-0.52**	**-0.37**	**-0.25**	**0.27**
MATHS P8	**-0.07**	**-0.22**	**0.38**	**-0.45**	**MATHS P8**	**-0.16**	**-0.13**	**-0.10**	**0.06**
EBACC P8	**-0.10**	**0.37**	**0.50**	**-0.6**	**EBACC P8**	**-0.40**	**-0.37**	**-0.35**	**0.05**
OPEN PROG 8	**0.45**	**0.77**	**1.14**	**-0.32**	**OPEN PROG 8**	**0.10**	**0.37**	**0.59**	**0.49**

GCSE 2024 DATA COMPARED TO 2023

OCA 2023	Dis	OCA ALL	OCA non-Dis	DIFF	OCA 2024	Dis	OCA ALL	OCA non-Dis	DIFF
PROG 8	-0.22	-0.09	0.01	0.23	**PROG 8**	-1.00	-0.28	0.13	-1.13
ATT 8	36.81	43.49	49	-12.2	**ATT 8**	29.79	40.23	45.97	16.18
BASICS	28.6%	39.2%	48%	9.4%	**BASICS**	36.4%	61.3%	48.3%	11.9%
EBACC	11.9%	18.3%	24%	12.1%	**EBACC**	10.6%	18.8%	23.3%	12.7%
ENG P8	-0.52	-0.37	-0.25	0.27	**ENG P8**	-0.98	-0.04	0.49	0.49

MATHS P8	-0.16	-0.13	-0.10	0.06	MATHS P8	-0.75	-0.22	0.07	0.82
EBACC P8	-0.40	-0.37	-0.35	0.05	EBACC P8	-1.11`	-0.55	-0.24	1.35
OPEN PROG 8	0.10	0.37	0.59	0.49	OPEN PROG 8	-1.07	-0.20	0.29	1.36

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
NONE	N/A

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A