Pupil premium strategy statement 2024-2025 review and 2025-2026 strategy.

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	891 pupils
Proportion (%) of pupil premium eligible pupils	51.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	5th December 2025
Date on which it will be reviewed	1st December 2026
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	£ 496,641.14

Total budget for this academic year	£496,641.14

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.
- Daily attendance monitoring.
- Support in place from the pastoral team for parents and carers.
- Punctuality and attendance strategy including the behaviour curriculum 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 via Career Connect.
- Opportunities given to pupils to visit 6th form colleges and universities .

- Parents are aware of opportunities for their children via a career's parent pack, including information on apprenticeships, further study etc.
- Assemblies with colleges of FE, workshops and encounters with employers.

To provide PP students with resources that ensure they make the same progress as non-PP students.

- Provision of trips and study opportunities.
- Departments have access to the Innovation Fund to enable their teams to purchase additional resources for students.

To provide PP students with access to enrichment opportunities and cultural capital.

- Provision of extra-curricular clubs via our enrichment programme.
- Trips to cultural experiences PP students would not normally access.
- In line with the Academy's Enrichment Charter, students will have the opportunity to 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 which encompass careers sessions in morning enrichment and a bespoke Futures programme for Year 11.

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 and apprenticeships.
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 and enrichments they would not have taken part in otherwise, increase in cultural capital and gain aspirations and new skills.

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: £197,144.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an additional maths teachers and a maths graduate teaching assistant.	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 specialised tutor to deliver Lexonik and lead the Lexonik team (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
Leader of literacy and personal development to provide 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 a graduate teaching assistant in English.	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: £ 18,307

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday academy sessions and Saturday sessions for all subjects at KS4.	EEF evidence: "Additional learners' hours can raise attainment as PP students have been disproportionately affected by lockdown." EEF evidence: "Address gaps in achievement by focusing on specific gaps in knowledge or lack of skills."	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: £293,

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

Manager of onsite 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.	"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 and inclusion tutor 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 and PE kit for students including school shoes.	EEF evidence: "There is evidence that free school uniforms improve attendance in areas of very high poverty." Dept for Education: The National Curriculum states that all students must take part in PE lessons.	1, 3,5
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
Career connect 1:1 service	EEF evidence: "High-quality careers guidance helps young people make informed choices about their futures, so they can develop their interests and potential, and follow the path that is right for them to progress into work, break down barriers to opportunity, improve skills needed for success in work and improve national productivity and grow the economy."	4

Enrichment and Cultural Capital activities including trips 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

Total budgeted cost: £478, 598

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 2024 to 2025 academic year.

REVIEW AND IMPACT OF 2024/25: In 2024/25 Ormiston Chadwick Academy received Pupil Premium funding of £478,598

Our spending strategy was as follows*:*

STRATEGY	COST
TEACHING:	
One additional maths teacher and maths graduate teaching assistant.	£70,000
Graduate teaching assistant in English.	£29,656
Leader of Lexonic	£33,400
Librarian support/HLTA	£21,000
TARGETTED ACADEMIC SUPORT:	
Alternative provision (Harmonize and Everton)	£243,676
Leader of Alternative provision and behaviour support	£70,798

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 x3	£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 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.

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.

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**

OCA 2025	**Dis**	**OCA ALL**	**DIFF**
AV ATTAINMENT 8 GRADE 8	**3.39**	**4.14**	**0.75**
ATT 8	**33.95**	**41.45**	**-7.5**
STUDENTS ACHIEVING 9-5 ENG & MATHS	**23.1%**	**38.8%**	**15.7%**
STUDENTS ACHIEVING 9-4ENG & MATHS	**38.5%**	**54.5%**	**16%**

In 2025, Progress 8 data is not available for this cohort, so the school's performance has been evaluated using Attainment 8 instead. Attainment 8 provides a reliable measure of pupils' overall achievement across a broad range of subjects and allows for meaningful comparison. Using Attainment 8 ensures that the PP students' outcomes can still be accurately assessed despite the absence of Progress 8 scores.

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