

# Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 (and recovery 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 Forge Academy
Number of pupils in school	1699
Proportion (%) of pupil premium eligible pupils	35.80%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	L Mason
Pupil premium lead	S Cunningham-Smith
Governor / Trustee lead	Rhiannon Martyn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£563,040
Recovery premium funding allocation this academic year	£157,182
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£720,222</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

In June 2019 the EEF published their latest guide to pupil premium:

“The report recommends schools take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.”

The five principles that the EEF guide espouses must be central to our strategy:

1. Schools can make a difference - the evidence from the EEF is that with the right strategies in place and the right focus on teaching and the students teachers and schools can make a real difference. We have seen nationally that the gap between pupil premium students’ progress and their contemporaries is hard to narrow but as Theodore Roosevelt said “nothing worth having comes easy”. We need to engage teachers in the process and ensure that they believe they can make a difference.
2. Evidence can help - the EEF and others have a wealth of experience and evidence on what works. Any strategies OAT Forge employs must be evidence based.
3. Quality teaching helps every child - as a school with roughly 40% of students every year eligible for the pupil premium this is an important point of understanding. A focus on quality first teaching will improve everyone's learning and progress but the evidence suggests that the progress of students eligible for the pupil premium will accelerate faster than their more advantaged peers.
4. Implementation matters - the key here is start small, and take baby steps so that we can concentrate on a small number of strategies and ensure they are embedded.
5. Support middle and higher attainers as well - we must remember that students eligible for the pupil premium are spread across our school and not just in the lower attaining groups. They all have complex needs and the focus is on every student achieving their potential rather than just trying to lift the higher attainers.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure that disadvantaged pupils have the same opportunities for enrichment as non-disadvantaged pupils.

We aim to do this through:

1. Quality teaching which we developed through bespoke CPD and monitoring for ECTs, provision of smaller class sizes, specialist TA support, a rigorous CPD programme
2. Ensuring access to a variety of opportunities for disadvantaged pupils through the provision of lunchtime and afterschool clubs
3. Academic mentoring, pastoral mentoring, rigorous tracking and monitoring of pupil attainment, careers advice and rigorous attendance tracking.
4. Providing a range of courses at KS4 to give students the best opportunity to be successful

## Challenges

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

Challenge number	Detail of challenge
1	Literacy and Numeracy gap with peer group
2	Aspiration and access to extracurricular activities
3	Vulnerabilities within the cohort: LAC, SEN, SEMH, parental support
4	Oracy and Vocabulary deficiencies
5	Lower attendance rates than peer group

## Intended outcomes

Intended outcome	Success criteria
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<p>Narrow the literacy and numeracy gap and the overall attainment gap</p> <p>More PP students successfully enter post16 education, including Forge sixth form; PP students have the same opportunities to access, and to attend enrichment activities, so these are not cost prohibitive.</p> <p>Curriculum fit for purpose for individuals including the use of additional support. Behaviour points and numbers of exclusions for PP students continues to reduce and therefore narrow the gap with the non-PP cohort.</p> <p>Investigate strategies to improve oracy and vocabulary across the whole school using colleagues who are engaged on additional training e.g. Aspiring leaders/NPQs</p> <p>Attendance gap will continue to diminish so that attendance of PP students is in linewith the national figure for all students.</p>	<p>Accelerated reader scores demonstrate in year narrowing during year 7 Fluency and vocabulary improvements. Strategies developed to continue developing literacy from year 8 – 11. Numeracy strategy evolves from using the same language and maths strategies to a school wider numeracy policy that is being implemented.</p> <p>Teaching and learning CPD effectively targeted and improves T+L across the school.</p> <p>Tracking data from extracurricular activities Tracking data from The Access Project, Aimhigher plus, Aspire to HE NEET data comparisons</p> <p>Weekly tracking, Access Centre / HUB, ARRCC – bespoke / additional qualifications.</p> <p>Initially decision made about appropriate Strategies and then shared across the school.</p> <p>Weekly tracking and pastoral interventions effective</p>
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## Activity in this academic year

Budgeted cost: £338,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD plan for teaching staff led by Assistant Principal for T&amp;L: Specific focus on quality teacher feedback &amp; knowledge and recall. Supporting all students to know more, remember more and be able to do more. Building on CPD from previous years.</i></p>	<p>EEF: feedback is well-evidenced and has a high impact on learning outcomes and self-regulation. Effects are high across all curriculum areas. Oral feedback has a slightly higher positive impact overall than written feedback. Implementing feedback successfully will require accurate assessment of pupil understanding so that a member of staff knows what needs to be improved. Feedback is deemed to make 6+ months progress over a year.</p>	<p>1</p>
<p>Reduce the internal gap between the literacy levels of PP and non-PP students. Focus on oracy and vocabulary led by Literacy Lead for the school and disseminated to all subject areas. Focus on support at KS4 for students with low reading ages. A range of strategies deployed across the school: ERIC, repeated reading 200 word summaries, 1:1 peer reading with city year, Repeated spelling tasks at KS3, Literacy/Research based Independent Learning Projects. Improved use of school library and dedicated staff member to support and encourage independent reading and research.</p>	<p>The EEF identified that one significant challenge is that all students must develop secure knowledge of the specialised and technical vocabulary needed to access the curriculum. Different subjects use different forms of communication and vocabulary use. Subject specific vocabulary varies considerably from the language they use outside of an education setting.</p> <p>Between 48-52% of students who arrive at the academy are at reading benchmark but this is declining. A whole school approach to reading is vital to drive standards.</p>	<p>4, 1</p>
<p>Those who do not meet KS2 expected standard to receive bespoke adaptive teaching to ensure they can fully access the curriculum.</p>	<p>This focuses on students who are making significantly below expected progress in literacy and numeracy. Academic interventions to be</p>	<p>3</p>

	coordinated by the SENCO.	
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<p>Academy internal inclusion unit (ARRCC) provides bespoke support for students with multiple vulnerabilities to ensure all student needs are catered for.</p>	<p>Specialist teachers and inclusion manager provide a core and personalised curriculum for students.</p>	
<p>Extracurricular activities:</p> <ul style="list-style-type: none"> <li>- PP data tracked and monitored using EVOLVE</li> <li>- Student Voice for all students during form time (this includes pre-selected PP students to gauge interest of clubs offered)</li> <li>- PP student rewards for attendance to clubs</li> <li>- PP reward trips discounted for their attendance to clubs throughout the year</li> <li>- Electronic and paper copy of enrichment timetable sent out to all PP students/ parents</li> <li>- Club promotion during form time with top enrichment attendees including PP students</li> </ul>	<p>“One of the best bits about childhood is doing the things you enjoy outside the classroom – joining a football team, learning to dance or playing the drums. Yet our research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready made.” (Social &amp; Mobility Commission – DFE)</p>	<p>2</p>

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

Budgeted cost: £ 209,400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Support for Vulnerable students:</p> <p>(a) Football Scholars programme for our vulnerable students during PE to increase their motor and social skills.</p> <p>(b) Vulnerable students have a week-long trip to the mountain centre in Wales. This helps them to develop their maturity and independence before moving into KS4.</p> <p>(c) Equipment, trips, uniform and school lunches for students are often funded</p> <p>(d) Vulnerable interventions. These are small group sessions which cover learning and SEMH needs for These are strategies that have been developed over many years, that have helped numerous students develop their confidence and provide motivation to develop their social and emotional intelligence. Case studies of previous</p>	<p>These are strategies that have been developed over many years, that have helped numerous students develop their confidence and provide motivation to develop their social and emotional intelligence. Case studies of previous students have demonstrated the effectiveness of these strategies.</p>	<p>1,2,3</p>

students have demonstrated the effectiveness of these strategies.		
<i>Facilitate academic tutoring and mentoring at both KS4 and KS5. Targeted post 16 students complete MYTutor revision programmes.</i>	EEF and the Sutton Trust have identified that intensive programmes, where pupils have short, regular sessions (for, say, up to an hour, three or four times a week, for five to ten weeks) tend to have greater impact (see for example Elbaum et al., 2000)	2
Focus on HAT students that are currently underachieving (following Nov mock exam results): (a) 3:1 tuition from the Brilliant Club (b) Mentoring - using a method that focuses on Academic Self Efficacy developed by The Access project (c) Peer mentoring. This is a mixture of academic mentoring and academic self efficacy mentoring using sixth form students.	The Brilliant club has been evaluated by Cambridge University and UCAS “all in all, the results of this evaluation suggest that The Scholars Programme is effective at increasing student selfefficacy in relation to university study; a larger trial would clarify if the better general critical thinking skills observed for participants compared to the control group are driven by participation in The Scholars Programme.” Impact reports on the Access Project suggest students involved perform + 0.6 of a grade more than their classmates and are 4 times as likely to attend top universities as similarly disadvantaged classmates Peer mentoring provides a safe space for students to be able to discuss obstacles and create stronger sense of community in school	2
Academy staff to provide targeted academic intervention and revision at KS4. This includes teaching staff, CityYear volunteer mentors, academic mentors and Learning Support Assistants.	Recent doctoral studies in the US have suggested that (1) teachers with higher relational self-efficacy also have more positive relationships with students, and (2) teachers’ relational self-efficacy can be developed through interventions (Robinson, 2020)  Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of	2,3

	trusting relationships with an adult or older peer can provide a different source of support (EEF)	
Investment in technological platforms (Accelerated Reader, IXL, LexPro, Heggarty) to maximise bespoke and independent learning opportunities in literacy and numeracy. Laptops available for loan for students with no access to technology at home.	Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology (EEF)	1

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

Budgeted cost: £172,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance:</i></p> <ul style="list-style-type: none"> <li>• Keeping attendance as a high priority for staff e.g. through attendance league tables</li> <li>• Dedicated Attendance Team from Sep 2022 ongoing.</li> <li>• 8 am calls to students off school the previous day</li> <li>• home visits</li> <li>• offer to support with cost of bus/train passes</li> </ul>	<p>“Sending parents of students who are persistently absent personalised letters or texts can help improve attendance.” EEF</p>	5

<ul style="list-style-type: none"> <li>• Use of HUB for those with medical/SEMH needs</li> <li>• Use of partnering schools/Fair Access Panel</li> <li>• Rewards – dedicated staff member with responsibility for whole school rewards. Cultural shift towards praise and reward: praise postcards, feel good Friday phonecalls, coupon currency, weekly draws, reward assemblies.</li> <li>• Escalation of student cases to LA.</li> <li>• Use transition data for early identification of possible issues</li> <li>• Extended transition process from KS2 as necessary.</li> <li>• Regular home communication.</li> </ul>		
<p>All year 11 students to have at least two careers interviews and have completed 'looking ahead' survey before the end of 20/21 academic year</p>	<p>Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education,</p>	<p>2</p>

<p>KS3 careers programme to launch with all Yr7 students having access to Xello online provision</p>	<p>training and employment. (EEF, 2016)</p>	<p>2</p>
<p>City Year volunteer mentors to run out-of-school-hours provision (homework club, breakfast club) to provide students with wrap-around provision</p>	<p>Breakfast clubs that offer pupils a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year (EEF, 2016)</p>	<p>3,5</p>

**Total budgeted cost: £720,222**



## 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.

Academic year 2022-23 was focussed on ensuring students were able to catch up and access a recovery curriculum which allowed them to maximise their potential. A return to full examinations meant that our disadvantaged and vulnerable students required extensive support and guidance to build the resilience required to access these examinations in full. Extensive work was undertaken to support academic, attendance and well-being student needs.

Whilst disadvantaged student outcomes are lower, overall, than their non-disadvantaged peers we expect to see a narrowing of this when students are in the academy more regularly following the return from covid.

Disadvantaged students made good strides in keeping up with their non-disadvantaged peers this year compared to national data. 40% of disadvantaged students achieved 4+ in English and Maths – an increase on 2022, with the progress score for disadvantaged English students improving by 0.21. There were also positive progress scores for disadvantaged students in Art & Design, Art & Textiles, Computer Science, Health and Social Care and Spanish. Staff and leaders are exploring strategies for success and looking at ways to share this good practice across the academy.

### 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
N/A	

### Service pupil premium funding (optional)

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

Measure	Details
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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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*