

Pupil premium strategy statement – Ormiston Forge Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1673
Proportion (%) of pupil premium eligible pupils	39.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L Mason
Pupil premium lead	S Cunningham-Smith
Governor / Trustee lead	Catherine Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£641775
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£641775

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 us 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

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
Narrow the literacy and numeracy gap and the overall attainment gap.	Reading is a priority at every level. Students arrive at Forge with attainment in line with or just above the national average (either through SATS or CATS) The 2025/2026 cohort have the following average attainment on entry: Yr7: 102.88, Yr8:102.79, Yr9: 101.90, Yr10: 100.57 Reading ages of students on entry are low. In each academic year group more than 70% of students joined with a reading age significantly below their chronological age. Current year 7, 49% have reading ages below their chronological age. Numeracy strategy evolves from using the same language and maths strategies to a school wider numeracy policy that is being planned for implementation in 2025. Teaching and learning CPD effectively targeted and improves T+L across the school with a focus on active engagement in particular.
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.	Tracking data from extra curricular activities, tracking data from The Access Project, Aim higher Plus, Aspire to HE NEET data comparisons.

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.	Weekly tracking, Access Centre / HUB, ARRC – bespoke / additional qualifications.
Investigate strategies to improve reading and vocabulary across the whole school using colleagues who are engaged on additional training e.g. Aspiring leaders/NPQs. LEXONIK programme to target bottom 20% of readers.	Initial decision made about appropriate strategies and then shared across the school. More consistent approach to teaching vocabulary across the academy using LEXONIK methods. Please note – LEXONIK training took place in July 2024 and so roll out will take longer than desired. Reading comprehension intervention to be trialled from Jan 2026.
Attendance gap will continue to diminish so that attendance of PP students is in line with the national figure for all students.	Weekly tracking and pastoral interventions effective. Targeted attendance focus for each year group with SLT assigned to secure greater attendance to school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £375845

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD plan for teaching staff led by Assistant Principal for T&L: Specific focus on active engagement, direct instruction, quality teacher feedback & knowledge and recall. Supporting all students to know more, remember more and be able to do more. Building on CPD from previous years.	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	1

Reading strategies in the classroom to take T&L priority throughout 2025-2026.	make 6+ months progress over a year.	
Reduce the internal gap between the literacy levels of PP and non- PP students. Focus on reading, oracy and vocabulary led by AP T&L and VP curriculum and disseminated to all subject areas. Focus on support at KS3 for students with low reading ages. A range of strategies deployed across the school: LEXONIK, ERIC, repeated reading 200 word summaries, 1:1 peer reading with LSA and sixth form mentors, Repeated spelling tasks at KS3, Reading for Pleasure opportunities created across the academy, SPARX Reader introduced in 2025 to accompany SPARX maths and SPARX science. Improved use of school library and dedicated staff member to support and encourage independent reading and research	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. 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.	4, 1

Those who do not meet KS2 expected standard to receive bespoke adaptive teaching to ensure they can fully access the curriculum.	This focuses on students who are making significantly below expected progress in literacy and numeracy. Academic interventions to be coordinated by the SENCO and LEXONIK to be used.	3
Academy internal inclusion unit (ARRCC) provides bespoke support for students with multiple vulnerabilities to ensure all student needs are catered for.	Specialist teachers and inclusion manager provide a core and personalised curriculum for students to ensure they are successful and ready for the next stage of life (education/employment).	
Extracurricular activities: PP data tracked and monitored using EVOLVE. Student Voice for all students during form time (this includes pre-selected PP students to gauge interest of clubs offered). PP student rewards for attendance to clubs. PP reward trips discounted for their attendance to clubs throughout the year. Electronic and paper copy of enrichment timetable sent out to all PP students/parents. Club promotion during form time with top enrichment attendees including PP students.	“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 & Mobility Commission – DFE)	2

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

Budgeted cost: £153315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Vulnerable students: (a) Football Scholars & Football Beyond Borders work with our vulnerable students during PE to increase their motor and social skills. (b) Planned for 2025/2026 pending approval - 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. (c) Equipment, trips, uniform and school lunches for students are often funded. (d) Vulnerable interventions. These are small group sessions which cover learning and SEMH needs for These are strategies that	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.	1, 2, 3

have been developed over many years, that have helped numerous students develop their confidence and provide motivation to develop their social and emotional intelligence. Interventions are delivered by external agencies for those students at most risk.		
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Facilitate academic tutoring and mentoring at both KS4 and KS5. Targeted post 16 students complete MYTutor revision programmes.	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 self efficacy 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, volunteer mentors, academic mentors and Learning Support Assistants.	Recent studies in the UK 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 trusting relationships with an adult or older peer can provide a different source of support (EEF).	2, 3

Investment in technological platforms (LEXONIK, SPARX, EDUCAKE GCSE POD) can all maximise bespoke and independent learning opportunities in literacy and numeracy. Laptops are available for loan to students with no access to technology at home. Homework has been relaunched for 2025/2026 and homework club runs after school and at lunchtime to support students with barriers to learning 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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £111300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: - Keeping attendance as a high priority for staff e.g. through attendance league tables - Dedicated Attendance Team from Sep 2022 ongoing. 8 am calls to students off	“Sending parents of students who are persistently absent personalised letters or texts can help improve attendance.” EEF	5

school the previous day. Some period 5 calls also to encourage attendance the next day. • Home visits • Offer to support with cost of bus/train passes • Use of Access for those with medical/SEMH needs • Use of partnering schools/Fair Access Panel • Rewards – Cultural shift towards praise and reward: e-ticket (engagement) half termly award, praise postcards, feel good Friday phonecalls, weekly draws, reward assemblies, attendance breakfasts. • Escalation of student cases to LA. • Use transition data for early		
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identification of possible issues • Extended transition process from KS2 as necessary. • Regular home communication.		
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All year 11 students to have at least two careers interviews and have completed 'looking ahead' survey in order to plan their next steps.	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, training and employment. (EEF, 2016)	2
KS3 careers programme to launch with all Yr7 students having access to Xello online provision.		2
LSA and academic mentors to run out-of-school-hours provision (homework club, breakfast club) to provide students with wrap-around provision.	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).	3,5

Total budgeted cost: £641775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic year 2024-2025 was focused on maximising student potential following a return to full examinations and full specifications despite not having completed SATS at Primary school. 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 students' academic, attendance and well-being needs.

Academic Outcomes:

Year 11 students did not undertake SATS in year 6 and so no official Progress Scores have been published. OAT students sit CAT tests at the start of year 7 and these generate a progress score at the end of year 11. Forge uses SISRA to analyse academic data and so the following conclusions can be drawn (comparing Forge students to all other students using SISRA comprising over 1800 schools):

Last year, disadvantaged students (104 students) entered with average prior Ks2 data of 98.5 compared to their non-disadvantaged peers (194) who entered with average prior KS2 data of 101. The average point score of our disadvantaged students was, therefore, below their peers - 3.53. Disadvantaged students outperformed their peers for progress in Classics, Geography and Spanish. PP students secured a positive progress score, on average, in: Biology, Business, Classics, Computer Science, English Language, English Literature, History, Maths, Science Trilogy, ICT and Spanish. We will continue to support staff by sharing best practice to drive greater outcomes for PP students. PP HAT students outperformed their non - PP HAT peers overall and generated a positive progress score for Maths and the Open bucket subjects.

Reading is a priority for the Academy. Students are tested and identified early on in the academic year and a range of interventions put in place to support student reading. This may be small group intervention through Lexonik Leap and Advance or larger through Peer Reading. This academic year we are also focusing on in classroom support and accessibility for weak readers. Data from 2024-2025 shows 82% of students in year 7 intervention made improvements (average of 19 months), in year 8, 81% made improvements (average of 26 months) and in year 9, 80% made improvements (average of 38 months). Those on Lexonik programmes made the largest gains. The introduction of SPARX Reader last academic year in the final term also demonstrates the academy's push to develop reading.

and new strategies are in place to further close the gaps.

Attendance of PP students has increased to 86.11% (a 1% increase from the previous two years). Non-PP attendance has also increased to 91.65% and so we continue to see a 5% gap with non-PP. Attendance is not where we want it to be and hence why

attendance is a focus in our current action plan. We will continue to develop a range of initiatives to engage PP students and increase their attendance to school.

91% of PP students attended at least one enrichment clubs after school or at lunchtime compared to 81% of non-PP. Sports clubs were most popular alongside cooking and gaming type activities. Ingredients are provided for PP students. PP students continue to be offered reduced costs for extra-curricular trips such as Alton Towers / Drayton Manor and abroad trips. We are continuing to build a strong rewards and enrichment culture and will work to ensure PP students have equitable access to all enrichment opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A