

## Academy Strategic objectives 2022/23

Strategic objectives	<b>1: Improve learning and teaching</b>  1a Planning for the needs of students (in particular SEND 1b Further develop the rigorous KS3 and KS4 assessment processes to drive student progress 1c Implementation of the curriculum through consistent delivery of TOA L&T non-negotiables (particularly AfL and feedback). 1d Development of Literacy across the Academy
	<b>2 - Improve Behaviour for Learning</b>  2a Ensure attendance and punctuality to all lessons 2b Ensure students are prepared for lessons 2c Ensure students are engaged in lessons

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Orme Academy
Number of pupils in school	757
Proportion (%) of pupil premium eligible pupils	224 (29.6%)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	5/9/22
Date on which it will be reviewed	Half termly
Statement authorised by	Mark Boughey
Pupil premium lead	Ian Verow
Governor / Trustee lead	Clive Jones

## Funding overview

Allocation	2022-23 Expected Funding		
	Number of pupils	Funding	Total Amount
Pupils in years 7 to 11 recorded at Ever 6 FSM: The pupil premium for 2022 to 2023 will include pupils recorded in the latest census who have been eligible for free school meals (FSM) in the last six years, as well as those first known to be eligible at the last	224	£955	£213,920
Looked after Children (LAC): The pupil premium from 2022 to 2023 will include pupils recorded in the school census who were looked after by an English or Welsh local authority immediately before being adopted, or who left authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.	6	£2,345	£14,070
Service Children: For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the school census who was eligible for the service child premium since the 2013 census as well as those recorded as a service child for the first time on the last census.	5	£320	£1600
School led tutoring this academic year: School-Led Tutoring is part of the National Tutoring Programme (NTP) in 2021/22. Eligible state-funded schools receive a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.	202	£162 (15 sessions)  £10.80 (individual session cost)	£32,724
Recovery premium funding: The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19).	197	£276	£54,372

Total:	£316,686
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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to provide intervention to improve deficits in learning
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure disadvantaged pupils attend all lessons and arrive on time
- Ensure disadvantaged pupils adhere to the behaviour policy and demonstrate positive attitudes to learning
- Ensure disadvantaged pupils are supported pastorally to achieve their best

## Challenges

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

Challenge number	Detail of challenge
1	The quality of learning and teaching is inconsistent. As a result, the attainment of pupils across all subjects varies considerably. In addition disadvantaged pupils do not as well as their peers across all subject areas
2	<p>The mathematics attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with the 4 rules of number and problem solving tasks.</p> <p>Data analysis of last year's year 11 cohort indicate that there is a progress gap evident by the first data capture in year 7. The progress gap continues to increase as pupils continue through to GCSE examinations</p>
3	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with inference, the meaning of words in context, retrieval and recording of information.</p> <p>Data analysis of last year's year 11 cohort indicate that disadvantaged pupils outperform their peers until year 8. The trend reverses at that point and continues to increase through to GCSE examinations.</p>
4	<p>The science attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with scientific literacy and practical skills.</p> <p>Data analysis of last year's year 11 cohort indicate that there is a progress gap evident by the first data capture in year 7. The progress gap continues to increase as pupils continue through to GCSE examinations</p>
5	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than that of their peers. This impacts their progress in all subjects.</p> <p>On entry to year, 7 in this academic year 29.7% of our disadvantaged pupils arrive below age-related expectations compared to 18.8% of their peers.</p>
6	Our behaviour data over the last 5 years indicates that exclusions among disadvantaged pupils has been higher than for non-disadvantaged pupils.

	Academic year 2021/22 indicates that disadvantaged pupils have received more detentions' compared to their peers during that period. The data also highlights particular cause for concern in years 9 and 11. Our assessments and observations indicate that behaviour is negatively affecting disadvantaged pupils' progress.
7	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.  Disadvantaged pupils also have higher levels of 'Persistent absence' during the same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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.

Outcome Number	Intended outcome	Success criteria
1	All teaching across all subjects is consistently good.	By the end of our current plan in 2024/25: <ul style="list-style-type: none"> <li>• Triangulation of evidence (Pupil Voice, Work Scrutinies, Lesson Observations) indicate that all teaching is consistently good</li> <li>• Where this is not the case there will be evidence of intervention, action and support leading to improvement</li> <li>• 2022/23 KS4 disadvantaged pupils achieve a P8 score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 disadvantaged pupils achieve a P8 score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 disadvantaged pupils achieve a P8 score of 0</li> </ul>
2	Improved attainment among disadvantaged pupils in mathematics at the end of KS4	By the end of our current plan in 2024/25: <ul style="list-style-type: none"> <li>• 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with</li> </ul>

		<p>their non-disadvantaged peers within the school</p> <ul style="list-style-type: none"> <li>• 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score of 0</li> </ul>
3	Improved attainment among disadvantaged pupils in English at the end of KS4	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score of 0</li> </ul>
4	Improved attainment among disadvantaged pupils in science at the end of KS4	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• 2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score in line with their non-disadvantaged peers within the school</li> <li>• 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score in line with disadvantaged pupils nationally</li> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve a Science VA score of 0</li> </ul>
5	Improved reading comprehension among disadvantaged pupils across all years	<ul style="list-style-type: none"> <li>• All baseline assessments completed by (29/9/22)</li> <li>• Reading targets set based on baseline by (6/10/22)</li> </ul>

		<ul style="list-style-type: none"> <li>• Intervention strategies agreed, support implemented by (10/10/22)</li> <li>• Individual progress monitored through STAR reader</li> </ul>
6	To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> <li>• 2022/23 <ul style="list-style-type: none"> <li>○ Year 9 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 21 to 14</li> <li>○ Year 10 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 14 to 10</li> <li>○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 22 to 16</li> <li>○ <b>Exclusions.</b> Disadvantaged students receiving fixed term exclusions reduces from 17 to 11</li> <li>○ Disadvantaged national gap for exclusions reduces from 3.45% to 2.3%</li> </ul> </li> <li>• 2023/24 <ul style="list-style-type: none"> <li>○ Year 10 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 14 to 7</li> <li>○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 10 to 5</li> <li>○ <b>Exclusions.</b> Disadvantaged students receiving fixed term exclusions reduces from 11 to 6</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Disadvantaged national gap for exclusions reduces from 2.3% to 1.15%</li> <li>● 2024/25 <ul style="list-style-type: none"> <li>○ Year 11 Detentions. Disadvantaged students receiving 10 or more detentions reduces from 7 to 0</li> <li>○ <b>Exclusions.</b> Disadvantaged students receiving fixed term exclusions reduces from 6 to 0</li> <li>○ Disadvantaged national gap for exclusions reduces from 2.3% to 0%</li> </ul> </li> </ul>
7	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>● 2022/23 internal data demonstrates that disadvantaged pupils' attendance is in line with their non-disadvantaged peers within the school (3.4%)</li> <li>● Persistent absence reduces by 7% from 44.7%</li> <li>● 2023/24 internal data demonstrates that disadvantaged pupils' attendance is in line with disadvantaged pupils nationally (4.2%)</li> <li>● Persistent absence reduces by 7% from 37.7%</li> <li>● 2024/25 internal data demonstrates that disadvantaged pupils' attendance is in line with national (7)</li> <li>● Persistent absence reduces by 7% from 30.7%</li> </ul>



## Activity in this academic year

All activities will be classified by:

1. High Quality Teaching
2. Targeted support
3. Wider strategies

Menu of approach	Item	Activity	Success criteria	Evidence that supports this approach	Challenge number(s) addressed	Academy strategic objective	Cost	Impact
1. High Quality Teaching	Quality Assurance CPD Activities,	To ensure that high quality inclusive teaching remains the core focus of the academy via the implementation of 'The Orme Academy' focussed planning sheets	All teaching is consistently good	Education Endowment Foundation toolkit <a href="#">Click here for further evidence</a>	1	1a 1c	£81,127.98	
	CPD	To support and build the expertise of staff so that the execution of explicit instruction provides pupils with different tasks tailored to individual need	All staff are aware of the challenges faced by PP pupils and are engaged in delivering strategies to support the progress of all groups of pupils	EEF High Impact Strategy +4 months. <a href="#">Click here for further evidence</a>	1			
		To support and build the expertise of staff so that the execution of Metacognition and self-regulation approaches support pupils to think more explicitly about their own learning		EEF High Impact Strategy + 7 months.	1			

Improving mathematics provision			<a href="#">Click here for further evidence</a>				
	To ensure feedback is consistent and effective across the curriculum.	Improve the progress of PP pupils from their starting points at KS2	EEF High Impact Strategy +6 months. <a href="#">Click here for further evidence</a>	1			
	Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in mathematics  Identify disadvantaged students under target in mathematics and provide an informed response to improve their rates of progress	Overall rates of progress improve as a consequence of quality first teaching  Disadvantaged pupils identified as under target receive tailored, targeted intervention.  Identified areas of development improve	EEF Impact Strategy +2 months <a href="#">Click here for further evidence</a>	2	1a	£21,853.04	
	Implement SPARX platform to set homework in Mathematics to support classroom learning.	Disadvantaged pupils' current working at grades are in line with academy expectations. Homework set is linked to classroom work; clear purpose communicated to all pupils	EEF High Impact Strategy +5 months. <a href="#">Click here for further evidence</a>	2	1a	£2541.40	

Improving English provision	<p>Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in English</p> <p>Identify disadvantaged students under target in English and provide an informed response to improve their rates of progress</p>	<p>Overall rates of progress improve as a consequence of quality first teaching</p> <p>Disadvantaged pupils identified as under target receive tailored, targeted intervention around inference, meaning of words in context and the retrieval and recording of intervention.</p> <p>Identified areas of development improve</p>	<p>EEF Impact Strategy months</p> <p><a href="#">Click here for further evidence</a></p>	3	1a 1c		£25,425.63	
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Improving Science provision	<p>New Leadership role created to develop Science provision and pedagogy</p> <p>Increased teaching capacity to ensure all disadvantaged students receive Quality first teaching in Science</p> <p>Identify disadvantaged students under target in Science and provide an informed response to improve their rates of progress</p>	<p>High quality inclusive teaching is evident through regular and rigorous quality assurance.</p> <p>Schemes of learning and long term plans provide teachers with an explicitly coherent plan of how to teach Science effectively</p> <p>Key assessments are fit for purpose and provide accurate accounts of all pupils working at grades from which appropriate interventions can be planned</p> <p>Overall rates of progress improve as a consequence of quality first teaching</p>	<p>Education Endowment Foundation toolkit</p> <p><a href="#">Click here for further evidence</a></p>	4	1a 1b 1c	£29,606.21

Improve levels of reading comprehension

<p>New Leadership role created to assess, monitor and intervene (when necessary) with disadvantaged pupil levels of literacy and reading comprehension</p>	<p>Disadvantaged pupils' improve their understanding of written text. Consequently, they can comprehend the meaning of what they read. Their ability to infer meaning from context; summarise or identify key points; use graphic or semantic organisers; develop questioning strategies; and monitor their own comprehension and then identify and resolve difficulties for themselves improves.</p> <p>Disadvantaged pupils can more easily access key assessments and terminal exams and answer questions appropriately</p>	<p>EEF High Impact Strategy +6 months. <a href="#">Click here for further evidence</a></p>	<p>5</p>	<p>1a 1c 1d</p>	<p>£24185.99</p>	
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		Implement reading subscription across all years	Disadvantaged pupils have a reading comprehension age in line with expectation. Any underperformance is identified early and the appropriate intervention put in place to support improvement		5		£915.77	
2. Targeted Support	Teaching Assistant interventions	HLTA/TA – Improve the effectiveness of provision so that Teaching Assistants can be effectively deployed to support the learning of SEN and disadvantaged students	Additional adults in the classroom work in complete alignment with the teacher. They enhance disadvantaged pupils' learning significantly and enable them to develop independence.	EEF Impact Strategy +4 months <a href="#">Click here for further information</a>	1	1a	£9246.32	
	Mathematics	Engage with the National Tutoring Programme to provide school-led tutoring for pupils in mathematics whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Pupil progress improves due to pupil intensive individual support outside of normal lessons.	EEF Impact Strategy +4 months <a href="#">Click here for further information</a>	2	1a	£10582.94	
	English	Engage with the National Tutoring Programme to provide school-led tutoring for pupils in English whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Pupil progress improves due to pupil intensive individual support outside of normal lessons.	EEF Impact Strategy +4 months <a href="#">Click here for further information</a>	3	1a	£21165.88	

Behaviour	English and Maths	40% school contribution to the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils in English and Mathematics	Pupil progress improves due to pupil intensive individual support outside of normal lessons.	EEF Impact Strategy +4 months <a href="#">Click here for further information</a>	2/3	1a	£21149.33	
		Increase staff capacity within the Pastoral Support Team priority given to disadvantaged pupils	Positive attitudes to learning are evident in every lesson; in addition to a reduction in persistent negative behaviours	EEF impact strategy +4 months <a href="#">Click here for further information</a>	6	2a 2b 2c	£27,204.17	
		New leadership role to design and implement 'The Inclusive Curriculum Project' for pupils that struggle to access a traditional curriculum.	Pupils engage positively in lessons and around school.  Minimisation of serious single incidents  Exclusions reduce.		6			
		Provide a budget to reward positive pupil behaviour focussed on PP students	Pupils are incentivised to actively engage in academy life and demonstrate positive attitudes to learning	Education Endowment Foundation toolkit	6	2c	£1448.82	

		<p>Provide Counselling and Student Support</p>	<p>Pupils encountering social, emotional and/ or mental health issues have access to trained professionals to help raise self-esteem, aspiration and provide mechanisms to help them access lessons at all times and manage their social and emotional health and wellbeing</p> <p>Counsellors provide coping strategies for pupils to adopt in order to access all aspects of academy life</p>	<p>EEF impact strategy +4 months  <a href="#">Click here for further information</a></p>	<p>6</p>	<p>2b</p>	<p>£18974.50</p>	
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Wider strategies	Attendance	Reduce the percentage of disadvantaged pupils that are persistently absent	<p>Persistent absence reduces.</p> <p>Relationships between the academy, pupils and parents continue to develop.</p> <p>Consequently, all key stakeholders understand the implications of good attendance and are motivated to attend the academy.</p>	Education Endowment Foundation toolkit <a href="#">Click here for further information</a>	7	2a	£6647.62	
	Curriculum subsidy	Provide financial support for Disadvantaged pupils participating in educational trips, visits, clubs and music lessons	<p>All pupils have access to and attend educational trips, clubs and music lessons.</p> <p>Pupils that those encounter economic inequality are not disadvantaged and can access the provision made by the Academy.</p>		1	2c	£15,070	
	Primary transition	<p>Closer work with feeder primary schools to identify issues relating to Disadvantaged pupils earlier.</p> <p>Develop better links with potentially hard to reach families in order to ensure a smooth transition.</p>	Positive relationships developed between school and pupils, and school and parents; pupils are more motivated and better behaved		1	1a	£540.40	

	Total:		£316,686	
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## 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 2021 to 2022 academic year.

#### **Curriculum achievement**

Internal data (all years)

- Internal data collected suggests a significant improvement in progress made by disadvantaged pupils.
- The gap between PP and non PP pupils within the Academy has decreased

#### **Curriculum support**

- All pupils received the necessary study materials to help them to access learning
- All pupils received additional ICT support so that they could access learning from home
- Pastoral teams identified pupils and families to support throughout the course of the year based on individual needs
- Study support sessions available as an additional session after school.

#### **Behaviour improvement and support programmes**

- Exclusion rates for disadvantaged pupils identifies an improving trend
- The percentage of disadvantaged pupils receiving exclusions has reduced
- The gap between disadvantaged and non-disadvantaged pupils receiving detentions is narrowing

#### **SEN Provision**

- SEN/PP pupils have performed better than their counterparts in this year's terminal exams
- Year 11 - Internal data suggest that SEN/PP pupils are performing in line with or above their counterparts on average across all subjects with the exception of SEN E.
- Year 10 - Internal data suggest that SEN/PP pupils are performing in line with or above their counterparts on average across all subjects
- Year 9 – Internal data suggests that SEN/PP pupils are working towards performing in line with their counterparts
- Year 8 – Internal data suggests that SEN/PP pupils are performing in line with or above their counterparts in all subjects

#### **Careers advice and guidance**

- All year 11 disadvantaged pupils received and attended at least one careers interview during their final year
- Risk of NEET indicator (RONI) pupils received and attended one additional careers interview appointment
- Year 10 disadvantaged pupils received and attended one careers interview appointment

- Year 7, 8 and 9 disadvantaged pupils received and attended small group meetings that were led by an external careers provider
- Destination data for outgoing year 11 suggests that 98% of the cohort will continue in Education, Employment or training
- The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were realised

### **Attendance**

- Percentage attendance gap between disadvantaged and non-disadvantaged pupils has decreased since 2020/21

### **SEMH support**

- All relevant staff have completed the ELSA training
- All identified pupils received support throughout the year

Those with met needs evidenced increased scores on their strengths and difficulties questionnaire which includes;

- Emotional Symptoms
- Conduct problems
- Hyperactivity / Inattention
- Prosocial Behaviour
- Peer Relationship Problems

### **Younger Minds provision and support**

- An extra day bought in during the Summer Term to cope with the backlog of pupils needing counselling, predominantly PP pupils.

### **Emotional Coaching**

- Identified pupils attended boxing programme every Thursday as part of Enrichment.
- Identified PP pupils had regular appointments with an emotional coach
- All pupils identified can demonstrate and improvement in the attitude to learning scores (ATL or their attendance for last academic year

### **CPD**

- Behaviour CPD focussed on delivering PIVOTAL training. Please see behaviour section above.
- The remainder of the CPD time focussed on planning, feedback/marking and AFL. This continues to be an improvement point moving into next academic year.