

# 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	Flegg High Ormiston Academy
Number of pupils in school	783
Proportion (%) of pupil premium eligible pupils	24.01%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	31/12/2022
Date on which it will be reviewed	31/09/2023
Statement authorised by	Jane Bennett
Pupil premium lead	Chris Linehan
Governor / Trustee lead	Ivan Pegg

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,348
Recovery premium funding allocation this academic year	£50,556
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£251,904



# Part A: Pupil premium strategy plan

## Statement of intent

At Flegg High Ormiston Academy, we believe that every child should be kind, ambitious and respectful. We want every disadvantaged pupil to achieve to the best of their ability, develop personally, become keen readers, experience cultural opportunities, have access to leadership and enrichment opportunities, have good access to careers guidance and post-16 opportunities to raise their aspirations and ambitions.

At Flegg High Ormiston Academy, all staff are tasked with ensuring the disadvantaged students in their lessons are learning and are making good progress. We have a responsibility to ensure that disadvantaged students have everything they need to access learning and to make as much progress as non-disadvantaged students. Staff in our Academy have a good knowledge and high expectations of every child.

Our pupil premium strategy is built around NFER research and has 7 building blocks to raise the attainment of our disadvantaged students:

- Whole school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear, responsive leadership

The academy has published a pupil premium promise and communicates this with all pupil premium students so that they know the resources and support they have access to.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium students make lower progress than their peers, in 2022 there was a 0.04 gap in progress (-0.28 for disadvantaged students compared to -0.24 for non-disadvantaged students).
2	Pupil premium students attend school less than their peers in 2022 88.5% compared to 91.9%
3	More frequent behaviour incidents, pupil premium students are sanctioned more often than their peers including high level sanctions - internal and external exclusions
4	Fewer pupil premium students access leadership opportunities than non pupil premium students, 8.5% of student leadership posts are held by pupil premium students which is lower than the overall proportion of pupil premium students in the academy of 21%
5	Pupil premium students read less and with a lower reading age than non pupil premium students. On average pupil premium students have a reading

	age that is three years behind non pupil premium students at the end of year 11.
6	Access to life experiences and life-skills that enable students to improve social capital and aspirations
7	Improved parental engagement at academy events such as parents' evenings - 44% of parents of pupil premium students attended at least one year 11 parents' evening compared to 78.6% of non-pupil premium parents

## 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
1. Higher rates of progress across all year groups	Pupils identified as disadvantaged make as much progress as non-disadvantaged peers and those who are identified as High Prior Attaining achieve the top 7-9 grades in proportion with non-disadvantaged students. Progress will be visible in academy development walks, work scrutinies and outcomes.
2. Increased attendance rates and persistent absence addressed for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among disadvantaged pupils. Overall attendance of disadvantaged pupils in line with or above NA
3. Fewer behaviour incidents are recorded for disadvantaged students	A decrease in the proportion of negative behaviour incidents, reflection visits and fixed term exclusions for disadvantaged students compared to 2020-21
4. Disadvantaged pupils to accumulate the skills and experiences needed to improve social capital and life aspirations (Personal Development)	Every disadvantaged pupil will be enabled to take part in extracurricular clubs More disadvantaged pupils will apply for Level 3 or equivalent post-16 courses  Disadvantaged pupils will be given access to leadership opportunities throughout the academic year
5. Disadvantaged pupils are given opportunities to develop positive attitudes to reading.	All disadvantaged pupils will read regularly and in pupil voice pupils eligible for Pupil Premium will talk about a love for reading. Disadvantaged pupils will make expected progress in reading and will have reading ages in line with or above their physical age  Disadvantaged pupils in year 7 will be read to regularly throughout the year.

6. Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences. Disadvantaged pupils with complex family situations will be supported as part of our Early Help processes and will be in line with their target grades at the end of the academic year.
7. Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium attending Parents' Evenings/events. Increased uptake in surveys and parent voice.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Supported by the Trust

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of provision map across the Academy		1, 4
Read aloud project	<p>All students in year 7 are read aloud to on a daily basis. Purchase of texts and training for staff</p> <p><a href="https://learningspy.co.uk/reading/why-we-need-to-read-aloud/">https://learningspy.co.uk/reading/why-we-need-to-read-aloud/</a></p>	1, 6, 7

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

Budgeted cost: £40,956.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader programme with year 7 and year 8	<p>£2,448</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=accelerated%20reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=accelerated%20reader</a></p>	1, 6, 7
Lexia and Symphony maths	<p>£1,300</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://symphonylearning.com/research/">https://symphonylearning.com/research/</a></p>	1, 6, 7
Raising achievement mentor - mentoring	£29,208.50	1, 6, 7

across all year groups to help close the gap that has formed for students in home learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
Disadvantaged subsidy to support various provisions - give students the opportunities to ensure they have the necessary equipment and that they can access cultural experiences open to their peers.	£8,000  The funds have been used in a variety of ways including basic need (uniform, equipment etc.), access to visits / trips, instrumental music lessons and support for purchase of revision guides and other materials. The intention is to remove financial barriers that prevent access to engagement and the full offer of the academy.	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £210,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of attendance officer to provide support with getting students into school and to remove barriers for attendance	£27,241 <a href="https://schoolleaders.thekeysupport.co.uk/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.co.uk/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a>	1, 2, 3, 4, 5
Pastoral and safeguarding support through the employment of an inclusion manager/deputy DSL	£61,933 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 3, 4, 5
Key Pastoral worker to work with looked after children and their carers and 4 pastoral assistants	£100,047 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1, 2, 3, 4, 5
Mental health provisions including access to Kooth, a mental health app and mental health first aid training from the catch up premium to help with the issues that have	£21,224  The recruitment of a school counsellor to support those students with significant mental health needs.	1, 2, 3, 4, 5

arisen through the home learning period.		
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**Total budgeted cost: £251,401.50**





## 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. Please see the Evaluation of Pupil Premium Strategic Spending plan 2021-2022.

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
Provision map	
Lexia	Lexia
Symphony maths	Symphony Learning
Go4schools	Hyperspheric
SIMs	Capita
GCSEPod	Education Demand
Accelerated Reader	Rennaissance Learning