

## Pupil premium strategy statement – Flegg High Ormiston Academy

This statement details our school’s use of pupil premium (and recovery 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	685
Proportion (%) of pupil premium eligible pupils	22.48%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025- 2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October/November 2025
Statement authorised by	Simon Gilbert-Barnham
Pupil premium lead	Dave Guy
Governor / Trustee lead	Gary Seal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180427
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£180427

## 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.

### Challenges

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

Challenge number	Detail of challenge
1	Ensuring all disadvantaged students have the core knowledge and skills they need to achieve the outcomes they need to progress through the curriculum and onto their next stages of education
2	Community engagement in the academy and the learning of the students. Ensuring that attendance and engagement returns to pre-pandemic levels.
3	Improving levels of literacy of students, particularly those who have had a disrupted primary experience due to covid
4	Improving students levels of independence and ability to study and self-regulate their learning effectively
5	Ensuring implementation of priorities and strategies are consistently embedded and having the required impact in the classroom

## 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
Gaps in knowledge that have arisen due to lost learning or to other factors are routinely identified. These gaps are eradicated through adaptive classroom practice throughout the curriculum and targeted proactive intervention strategies	Gaps that exist due to absence, disrupted years of education are not impacting on students abilities to make progress. Students make excellent progress through the curriculum at Flegg, culminating in the ambitious goal of Disadvantaged students making greater progress than other students nationally (if data is available) The internal gap between disadvantaged and non-disadvantaged students is reduced whilst progress improves for all students.
Ensure that changes to circumstances of families in the community are accurately identified in pupil premium status and implemented strategies	All families who are entitled to FSM support are accessing it. Creation of new tool to identify challenges/barriers/interests for all students enabling more bespoke support for disadvantaged students.
Reengage parents in physical visits to the academy wherever possible to maximise the impact of time we have with them on transition, behaviour, attendance or supporting learning from home.	Improved overall attendance for disadvantaged students Reduced persistent absence for disadvantaged students Improved participation in extended learning opportunities.
Continued refinement and improvement of student independence with a coherent focus on knowledge and retention, literacy, numeracy and metacognition.	Disadvantaged students have high levels of literacy, numeracy and can study effectively independently. Disadvantaged students attain well and make excellent progress in external examinations.

## 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: £ 101039

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to continue to focus on First Quality Teaching.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap <a href="#">CPD</a> at Flegg is focussed on the areas we know will have the biggest impact on challenges our cohort face in their learning	1, 3, 4, 5
<i>Read Aloud Project</i>	Based on work around reading canons, guided reading programmes and trusts such as Greenshaw trust who have seen improved vocabulary of students through an improved range of texts being accessed.	3
<i>Use of TA Support and recruitment of additional support for high needs students</i>	Large body of work continuing based on EEF work around effective deployment of <a href="#">Teaching Assistants</a> .	1, 3, 4, 5
<i>Providing materials for independent study</i>	Students are being increasingly exposed to research based theory on effective independent study and are directed on the best methods for recall and retention of knowledge building on work from the Learning Scientists and others such as Kate Jones. Year 11 students throughout the year are supplied with personalised revision guides. Over time this will translate down the academy to support longer term improvements in independent study	1, 2, 3, 4

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

Budgeted cost: £ 25620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promotion of P6 &amp; lunchtime sessions to Y11 students</i>	Period 6 is a challenge at Flegg due to busses but the evidence for <a href="#">extending the academy day</a> is clear and increasing opportunities need to be provided for additional learning after the academy day	1, 4
<i>Lexonic and Symphony maths</i>	Continue to provide literacy support via Lexonik programme, guided reading, spelling strategies and the Lexia programme via <a href="#">small group interventions</a> . Support targeted students to transfer acquired skills into lessons. Targeted phonics and handwriting interventions are also delivered.	1, 3, 4
<i>Further development of targetted mentoring programme</i>	Mentoring in education can add two months progress to students based on <a href="#">EEF findings</a> . Key 11s 2ill receive a mentor meeting every 2-3 weeks with clear actions recorded and acted on and reviewed 3 weeks later. Reflections and refinements to improve this system will be important as it embeds. Additional use of Symphony Maths	1, 4

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

Budgeted cost: £ 54128

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targetted attendance work/improvement.</i>	Employment of attendance officer to provide support with getting students into school and to remove barriers for attendance alongside the Employment of Engagement Lead to provide support to the attendance officer with getting students into school and to remove barriers for attendance	1, 2

<i>Emergency/Subsidy Fund</i>	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	2
<i>Careers Support – including use of Level 6 advisor.</i>	Meeting <a href="#">Gatsby benchmarks</a> and building on recent career marks reward, following 2017 <a href="#">policy paper</a> around using careers education to 'end the generational cycle of disadvantage' . In addition to Level 6 careers advisor 1 day a week students at the academy have access to Unifrog too.	1, 2
<i>Development of Further Study Pathways entitlement</i>	Building on existing relationships with Further and Higher Education partners to develop a more robust system for ensuring students access the opportunities to sample further educational opportunities including all having a visit to a university and parents having the opportunity for university visit. Scholarship opportunities identified earlier to students to enable them to work towards them over a longer period of time.	1, 4

**Total budgeted cost: £180427**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our 2024-25 strategy aims to continue with the work from the previous cycle, due in the most part to seeing the strategy as being successful thus far. This details the impact that our pupil premium activity had on pupils in the 2023 to 2024.

In 2023-24 outcomes for disadvantaged pupils were not good enough despite the hard work we put in to close our pupil premium progress gap against a backdrop of increased multiple disadvantages and increased social and economic challenge. This hard work did see some big steps taken but there is still more to be done

- *The internal progress gap between disadvantaged and non disadvantaged students closed significantly from -0.5 to -0.07 however a headline figure of -0.62 needs significant continued work and development.*
- *A higher percentage of disadvantaged students (45.9%) entered the EBACC than the whole academy entry (35.3%)*

### Externally provided programmes

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

Programme	Provider
Provision Map	TES
Lexia	Lexia
Symphony maths	Symphony Learning
Go4schools	Hyperspheric
SIMs	Capita
Seneca Learning	Seneca Learning
Accelerated Reader	Renaissance Learning
Lexonik	Lexonik
Tassomai	Tassomai