

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	647
Proportion (%) of pupil premium eligible pupils	24.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025- 2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Simon Gilbert-Barnham
Pupil premium lead	Dave Richards & Dave Guy
Governor / Trustee lead	Gary Seal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£174,140

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.

We acknowledge that there may be barriers that may affect achievement and use Pupil Premium funding alongside the latest research (for example via Education Endowment Fund) to provide personalised support to address these (see below). Flegg High Ormiston Academy are working collaboratively with Ormiston Venture Academy who have a long standing record of high achievement with disadvantaged pupils, and are utilising their support and expertise to ensure that the right support is in place alongside the use of research.

First quality teaching is at the heart of our strategy. The high-quality implementation of a carefully constructed curriculum will always remain our key priority. Personalisation throughout the curriculum in every classroom is key to effectively ensuring our curriculum aims are met through an ambitious and challenging offer.

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. Improving levels of parental engagement and understanding of supportive structures in place for students.
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: £97,323

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 CPD 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 Teaching Assistants .	1, 3, 4, 5
<i>Providing materials for independent study and extended learning.</i>	All students in the academy are provided with paper based materials to support their extended learning and 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 7-10 students receive a half termly 'Flegg Fundamentals' booklet with all the knowledge organisers for that half term. Year 11 students are provided with 'The Senior Year Book of Knowledge' with all the knowledge they need for their KS4 courses and throughout the year are supplied with personalised revision guides.	1, 2, 3, 4
<i>Development of Physical Education core pathways</i>	All students in year 9 to have the opportunity to opt for one of 3 pathways for KS4. BTEC Sport, A Sports Leader qualification or a Health and Fitness pathway. Developed in response to local health statistics around disadvantaged students in the local	1, 2, 4

	community and to highlight the importance of physical activity and knowledge of healthy lifestyles.	
--	---	--

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

Budgeted cost: £24,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promotion of P6 & lunchtime sessions to Y11 students</i>	Period 6 is a challenge at Flegg due to busses but the evidence for extending the academy day is clear and increasing opportunities need to be provided for additional learning after the academy day. The impact of this at Venture has been clear	1, 4
<i>Targeted Literacy Interventions</i>	Continue to provide literacy support via Lexonik programme, guided reading, spelling strategies and the Lexia programme via small group interventions . Support targeted students to transfer acquired skills into lessons. Targeted phonics and handwriting interventions are also delivered.	1, 3, 4
<i>Further development of targeted mentoring programme</i>	Mentoring in education can add two months progress to students based on EEF findings . Key y11s 2 will receive a mentor meeting every 3-4 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.	1, 4

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

Budgeted cost: £52,139

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	1, 2

	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	
<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 Gatsby benchmarks and building on recent career marks re-award, following 2017 policy paper 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
<i>Flegg Virtues behaviour mentoring programme</i>	Students are targeted after their PASS assessment to develop social emotional strategies relating to resilience and behavioural traits. The programme will support students in making positive changes to perception of school, attitudes and behaviour. A new mentor role within the academy has been created to support this work.	2,3

Total budgeted cost: £174,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our 2025-26 strategy aims to continue with the work from the previous cycle, due in the most part to seeing the strategy as having some had some clear impact since being introduced last year and knowing that a very similar strategy has been successful over time at Ormiston Venture Academy. The table below details the impact that our pupil premium activity had on pupils in the 2024-25

Aim	Outcome/Evaluation
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.	<p>Whilst the progress and achievement of disadvantaged students at Flegg is an area that needs continued development to improve. In 2025 disadvantaged students attained close to average in the majority of metrics. Overall Attainment 8, 4+ English and Maths and 5+ English and Maths were all close to average. As collaborative work on the curriculum and achievement with Venture develops the focus is to ensure this is above average in all areas and moving toward disadvantaged students making better progress than non disadvantaged students nationally.</p> <p>Disadvantaged students will continue to remain a focus in every academy area, however, there will be a particular focus on English supporting Aim 4 in improving literacy alongside independence and identifying and supporting disadvantaged high prior attaining students through personalisation in class and intervention strategies.</p>
Ensure that changes to circumstances of families in the community are accurately identified in pupil premium status and implemented strategies	<p>There has been a clearer focus on ensuring that students who are eligible for Pupil Premium and FSM are accessing those. The academy is moving from 1 in face parents evening per student to 3 which provides the opportunity for more rigorous promotion of free school meals and the offer support from the school on offer at academic review days and parents evenings. Awareness and sign-up support will continue at every opportunity but this aim is on track to be achieved. During 2025-26 the academy will move from SIMS to Arbor which should enable us to do some additional tracking and respond to any gaps that appear.</p>
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.	<p>Pupil premium attendance is below the national average and improvement is a priority for the academy. New parental communication systems have been introduced towards the end of the 2024/25 academic year, the number of opportunities to engage face to face with parents has increased, a new rewards system has also been introduced to reward students for positive attitudes and engagement in the academy, all of which will work alongside more specific attendance strategies for improve pupil premium attendance.</p>

	<p>Parental engagement at parents evenings was 60.2% in 2024-25 for disadvantaged students. The new process of 3 opportunities for face to face appointments per year rather than 1 will help ensure more opportunities are explored to engage all parents in coming into the academy for positive conversations around students learning. Disadvantaged students who haven't always attended will be prioritised for pre booking appointments.</p> <p>Disadvantaged students at Flegg had a 3.8% higher engagement rate in extracurricular opportunities and enrichment than other students. This will be further enhanced by the introduction of a Guilds programme in 2025/6 alongside other enrichment opportunities.</p>
Continued refinement and improvement of student independence with a coherent focus on knowledge and retention, literacy, numeracy, and metacognition.	<p>Students and parents both felt as if there wasn't enough clarity on what students were learning and what they needed to improve on. The introduction of the Flegg Fundamentals ensures that every half term Y7-10 students at Flegg receive a paper-based booklet of all the knowledge organisers containing the core knowledge for the curriculum they are accessing that term. This enables greater support from home and the removal of any technology related barriers to engagement. Year 11s have a complete 'Book of Knowledge' personalised to the subjects they are taking qualifications in and in December, February and March receive personalised revision support materials, again paper based to help ensure the right levels of support are in place for students to prepare for exams.</p> <p>The academy has moved across to utilising online NGRT and NGST testing in years 7-10 to better identify trends in literacy and to support improved interventions and this will continue to develop over time.</p>

Externally provided programmes

Programme	Provider
Student revision/study apps	Seneca, Sparx Maths, Carousel, Seneca
Reading intervention software	GL Assessment, Lexonic, Accelerated Reader.

Further Information

Flegg are working closely with Ormiston Venture Academy and are aligning on many strategic areas. Venture has a high proportion of disadvantaged students (40%) who remain a constant

focus group and stimulus for many of the strategic decisions the academy makes. This has led to Disadvantaged students at Venture consistently making better progress than other students nationally.

As the relationship grows and continues much of this proven effective methodology is being adopted at Flegg. For example disadvantaged students in all year groups are identified in class lists and on personalisation documents to ensure needs are met within the classroom. Progress and attainment of disadvantaged students is tracked in every subject and year group to inform targeted intervention and ensure actions are put in place that will have impact on the outcomes of disadvantaged students. This work is all still in the early stages and is developing to help improve the quality of education and outcomes for all students but in particular disadvantaged students.