

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	Ormiston Herman Academy
Number of pupils in school	381 including Nursery (361 Rec – Y6)
Proportion (%) of pupil premium eligible pupils	37.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 Year Plan
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	K. Redhead
Pupil premium lead	K. Redhead
Governor / Trustee lead	J. Cutchey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,820
Recovery premium funding allocation this academic year	£19,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£202,395

Part A: Pupil premium strategy plan

Statement of intent

At Ormiston Herman Academy, we are committed to providing an enriching curriculum for all our pupils, including those pupils who experience barriers to learning. Pupils who qualify for the Pupil Premium Grant are expected to make the same progress as other pupils, through investment in high quality teaching, investment in high quality support staff, targeted intervention strategies and academic resources to support learning.

Finances are also allocated to enriching experiences for children who may not ordinarily have access to the same extracurricular activities as some of their peers. The Academy intent is that all pupils should have access to enriching experiences that promote positive wellbeing.

Government research acknowledges that the disruption caused by the Pandemic still has a disproportionate effect on disadvantaged pupils and as a result, the attainment gap has widened.

The emotional impact on these children and their families, along with the rise in energy costs and inflation are all putting a significant burden on families, particularly those on low incomes. The Academy has seen a significant rise in SEND and SEMH needs that are impacting children and their learning.

The Academy continues to face an increased gap between disadvantaged and other pupils. This research continues to be borne out in baseline assessments, particularly in Reception classes.

The Academy focuses upon well-researched approaches to close gaps and finances these accordingly, in order to maximise value for money and impact.

The strategy for 2022/23 builds upon previous strategies of targeted academic support, support to overcome behavioural, emotional, and attendance issues that may affect behaviours for learning.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments show that Herman pupils historically enter the Academy with low communication and literacy skills.

2	Attendance has improved slightly this last academic year. PA remains higher than National for a number of pupils.
3	Contextual information shows a historical cycle of low aspirations and engagement with academia.
4	Contextual information shows a higher than National proportion of parents and carers with Mental Health issues that affect wellbeing for themselves and family members.
5	The Academy is facing an increasing number of pupils requiring high level support for significant additional needs and Special Schools have very limited places in the Norfolk area. County are increasingly naming Herman as a suitable setting for pupils with complex or high needs.
6.	An increasing number of disadvantaged pupils are displaying SEMH needs, with challenging behaviour disrupting learning for themselves and others.
7.	The East of England, particularly the coastal areas of Norfolk struggle to recruit and retain staff. The Academy is finding increasing challenge at being able to recruit qualified and experience teaching assistants to support classes and pupils with significant need.
8.	Limited finances mean that many families struggle to provide enriching experiences outside of the school day

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
The intended outcomes for the end of 2023 are that the gaps between disadvantaged and other pupils are narrowed and closed in:	Data Driven:
Attainment	<p>2023- EYFS 73% of Disadvantaged pupils will achieve GLD above the ADP target of 53%</p> <p>2023 -Year 1 Phonics – 64% of Disadvantaged pupils will achieve a pass in Phonic screening test</p> <p>2023- Year 2 Phonics – of Disadvantaged pupils will achieve a pass in Phonics screening test Autumn 2</p> <p>2023 - End of KS1 Disadvantaged Pupils Age Expected Outcomes</p> <p>Reading – 73%</p> <p>Writing – 67%</p> <p>Maths – 73 %</p> <p>2023- End of KS2 Disadvantaged Pupils Age Expected Outcomes</p> <p>Reading – 88%</p>

	Writing – 76% Maths – 84%
Progress scores	Progress scores for Disadvantaged will be in line with national average
Attendance	2023 – Disadvantaged pupils will be at least 96% and PA will be <10%.
Behaviour Incidents	These will decrease from 2022 figures for disadvantaged pupils in all year groups
Engagement	Parental Engagement at Parents evenings will be comparable for PP and non-PP children. Homework scrutinise will show that homework returns are comparable between PP and non-PP groups Monitoring of after school clubs will show comparable take up

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: £ 5,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and training opportunities for Teaching and non-teaching staff to raise standards in Literacy, with a particular focus upon writing for disadvantaged boys, including whole school inset day.	EEF Teaching and Learning Toolkit - Feedback, Peer tutoring, Reading Comp, Mastery learning, Language Intervention, Oral Language, Metacognition and Home Learning EEF Teaching and Learning Toolkit – Parental engagement EEF Teaching and Learning Toolkit – TA Interventions, Reading	
CPD and training opportunities for Teaching and non-teaching staff to raise standards in maths, with a particular focus upon maths at Greater	EEF Teaching and Learning Toolkit – as above	

Depth and for disadvantaged girls.		
CPD and training opportunities for Subject Leaders to lead monitor and evaluate standards in all areas of the Curriculum with a particular focus upon further developing subject expertise to lead and train colleagues and develop assessment in these areas.	EEF Teaching and Learning Toolkit – as above	
Staff to continue to use PIXL Interventions and other targeted interventions to close gaps.	EEF Teaching and Learning Toolkit – as above EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	
Recruitment of TAs with SEND experience to support pupils with high levels of SEMH / SEND needs.	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	
Release time for Leads to attend network meetings to share good practice.	EEF Teaching and Learning Toolkit – Collaborative Learning Approaches	
Purchase of resources to support whole class and intervention needs.	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	
Sensory area resources to support SEND pupils	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	

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

Budgeted cost: £ 175,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions delivered by Teaching Assistants	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	
Targeted Interventions x 3 mornings supply teachers	EEF Teaching and Learning Toolkit - Feedback, Peer tutoring, Reading Comp, Mastery learning, Language	

<ul style="list-style-type: none"> • Year 1 phonics and reading x 1 day • Years 3 and 4 x 2 days per week 	Intervention, Oral Language, Metacognition and Home Learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance awards and Promotion costs	EEF Teaching and Learning Toolkit – Parental engagement	
FLO overtime costs to work with increasing number of families in need	EEF Teaching and Learning Toolkit – Parental engagement	
Children’s Coach to work with year 3 and 4 pupils with SEMH needs 2 x afternoons per week	EEF Teaching and Learning Toolkit – Parental engagement	

Total budgeted cost: £ 194,197

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 2020 to 2021 academic year.

Data Driven:

Outcomes in 2021/22

	2022 Results		2023 Targets		Current data (test and teacher assessment) <u>NOVEMBER 2022</u>			
<u>End of KS1</u>	EXS	GD	EXS Target	GD Target	Expected	Expected Disadvantaged	Higher Standard	Disadvantaged Higher Standard
Reading	72	17	81	27	25%	14%	4%	0
Writing	65	4	75	13	19%	14%	2%	0
Maths	72	18	79	19	21%	14%	0	0

	2022 Results		2023 Targets		Current data (test and teacher assessment) <u>NOVEMBER 2022</u>			
<u>End of KS2</u>	EXS	HS	EXS Target	HS Target	Expected	Expected Disadvantaged	Higher Standard	Disadvantaged Higher Standard
Reading	90	23	81	33	63%	56%	17%	24%
Writing	77	8	80	15	52%	48%	7%	4%
Maths	92	47	80	28	56%	48%	11%	12%

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
PIXL Primary Wise	PIXL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.