

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	396 including Nursery
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 Year Plan
Date this statement was published	March 25
Date on which it will be reviewed	March 26
Statement authorised by	K. Redhead
Pupil premium lead	K. Redhead
Governor / Trustee lead	A Peck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£177,600

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.

The rise in energy costs and inflation are all putting a significant burden on families, particularly those on low incomes. The Academy is seeing an increasing number of families reaching out for financial support, from signposting parents to financial services and charities, to providing clothing, food bank referrals and providing breakfast for all pupils every day.

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. However, staff work hard to close the academic gap, and this is significantly smaller by the end of KEY Stage 2.

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

The strategy for 2025/26 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 continued to improve but is sitting at 93.97% lower than the Trust target of less than 96%/ PA is sitting at 15.8% which has decreased but is still significantly higher than the Trust target of less than 10%.

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 2025 are that the gaps between disadvantaged and other pupils are narrowed and closed in:	Data Driven:
Attainment Targets for disadvantaged children.	2025- EYFS at least 50% of disadvantaged pupils will achieve GLD 2025 -Year 1 Phonics – 73% of disadvantaged pupils will achieve a pass in Phonic screening test 2025- End of KS2 Disadvantaged Pupils Age Expected Outcomes: Combined – 69% Reading – 75% Writing – 69% Maths – 81%
Progress scores	Progress scores for disadvantaged will be in line with or above national average
Attendance	By the end of 2025, the target for attendance is for disadvantaged pupils to be at least 96% and PA will be <10%.

Behaviour Incidents	The target is that behaviour incidents will continue to decrease from 2024 figures for disadvantaged pupils in all year groups
Engagement	Parental Engagement at Parents evenings will be comparable for PP and non-PP children. Homework scrutinies 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: £ 4,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and training opportunities for Teaching and non-teaching staff to enhance behaviour and culture to further improve teaching and learning	<ul style="list-style-type: none"> • 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 • PIXL • Ambition Institute • StepLab • Research by Ross McGill and Tom Sherrington 	
CPD and training opportunities for Teaching and non-teaching staff to Improve reading outcomes for all groups of pupils, with particular	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – as above • Research by Christopher Such • Ambition Institute • PIXL 	

focus on closing the gap between disadvantaged and non-disadvantaged pupils.	Research by Ross McGill and Tom Sherrington	
CPD and training opportunities for all staff to secure attention routines in order to raise standards in teaching and learning.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – as above • Ambition Institute • StepLab • PIXL • Research by Ross McGill and Tom Sherrington 	
CPD and training opportunities for all staff to use strategies to drive thought in order to raise standards in teaching and learning.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – as above • EEF Teaching and Learning Toolkit – Teaching Assistant Interventions • Ambition Institute • Step Lab • PIXL 	
CPD, training opportunities and the purchase of resources to improve curriculum consistency and transition.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Teaching Assistant Interventions • Early Excellence Foundation • Ambition Institute 	
Continue to recruit staff with SEND experience to support pupils with high levels of SEMH / SEND needs.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Collaborative Learning Approaches • Ambition Institute 	
Develop thought through independent practice in order to raise standards and outcomes.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit as above • EEF Teaching and Learning Toolkit – Teaching Assistant Interventions • Ambition Institute • Step Lab • PIXL 	
Purchase of resources to support whole class and intervention needs.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Teaching Assistant Interventions 	
Resource and develop SIP classroom to support SEND pupils through individualised learning plans and timetables.	<ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit – Teaching Assistant Interventions • NCC Inclusion Team 	

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

Budgeted cost: £ 153,250

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 delivered by Senior Leaders and HLTAs	EEF Teaching and Learning Toolkit - Feedback, Peer tutoring, Reading Comp, Mastery learning, Language Intervention, Oral Language, Metacognition and Home Learning	

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

Budgeted cost: £ 19,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance awards and Promotion costs	EEF Teaching and Learning Toolkit – Parental engagement	
FLO appointed as a fulltime position to support increasing need.	EEF Teaching and Learning Toolkit – Parental engagement	
Staff visits to Reach Academy	Excellent outcomes	
Mental Health Support Workers (Schools and Community Team) working groups of pupils to increase confidence, self-regulation and resilience	EEF Teaching and Learning Toolkit – Parental engagement OAT Enrichment Programme	
After school clubs and staff overtime to support.	OAT Enrichment	

Total budgeted cost: £

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 2024 KS2 for Pupil Premium Children	
Disadvantaged PUPILS	Ormiston Herman Academy
Reading Outcome	79% EXS, 36% GDS
Writing Outcome	64% EXS, 7% GDS
Maths Outcome	75% EXS, 46% GDS
GPS Outcome	89% EXS, 60% GDS
Combined Outcome	57% EXS, 7% GDS

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
Maths Mastery for Early Years and Year 1	ARK
Coaching	Step Lab
Early Excellence	Early Excellence Foundation

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.