Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Packmoor Ormiston Academy
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	14.3% pupil premium pupils (62 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sharon May
Pupil premium lead	Gillian Nixon
Governor / Trustee lead	Ian MacBeth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82046.80
Recovery premium funding allocation this academic year	£7685
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	£89731.80

Part A: Pupil premium strategy plan

Statement of intent

At Packmoor Ormiston Academy we aim to ensure that all pupils have the same opportunities both academically and through an extended curriculum including many opportunities for enrichment activities. We strive to accurately identify and narrow the attainment gap between advantaged and disadvantaged in all areas of the curriculum and in all year groups. We identify and address barriers to learning both within school and through developing effective home school links. We provide a high level of CPD for staff to enable them to support the disadvantaged cohort with clear guidance and objectives. Our current plan strives to identify pupils who are underachieving quickly, address said underachievement and narrow the gaps in learning across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Predicted data indicates that PP pupil attainment will be considerably lower for the academic year 2021-2022 for end of key stage 2.
2	Staff awareness of individual needs of PP cohorts and strategies for success.
3	Some pupils have low resilience and have less persistence in the face of learning challenges, struggling to 'bounce back' when facing these challenges.
4	Some vulnerable families struggle to meet the educational, social and specific health needs of their children.
5	To identify and address any remaining or continuing barriers to learning in connection with COVID 19, lockdowns, absences due to COVID isolation and illnesses.

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
Achievement of disadvantaged pupils through a mastery approach to the teaching of reading, writing and maths, diminishing the difference between pupils eligible for Pupil Premium and all others.	Disadvantaged pupils will make the same or accelerated progress compared to their more advantaged peers as evidenced by end of key stage data. **2021-2022** • EYFS 60% -(3 out of 5 pupils) will achieve Good Level of Development (GLD) • 100% of Pupil Premium children will pass phonics screening in Year 1 (2021-2022) • Key stage 1 Pupil Premium children will pass age related testing - reading (83%-5 out of 6), writing (67% 4 out of 6) and maths (100% 6 out of 6), at end of Year 2 in Summer term 2022. • 58% (7 out of 12 PP pupils) of KS2 pupil premium children will achieve expected in reading, writing and maths combined in their Summer 2022 SATS tests. Whole cohort 76% (Nationally 71%)
To further improve the quality of provision and teaching to ensure that staff are equipped to rapidly address any underachievement. Interventions and activities which specifically target individual needs have measurable impact on learning.	• Quality first teaching uses meta cognition and Rosenshein's Principles as a tool to support resilience and learning. • The lowest 20% of each class across school will receive intervention in reading, writing and maths. Disadvantaged to achieve at least in line with national. • Evident increase in the knowledge of key skills in the core subjects shown through; low-stakes in-class assessments, formal regular assessments and end of key stage external assessments.
To improve and grow the resilience of pupils who face challenges in the curriculum	• Staff using meta-cognition tools and the measuring of their impact on learning through increased levels of attendance, improvement in attitude to learning and attainment.
To support vulnerable families and pupils with educational, social, emotional or specific health needs. Working with parents and pupils to provide educational and pastoral support and guidance has positive social and wellbeing outcomes, including raising self-esteem, promoting confidence and increased motivation and attainment.	• A clear and open dialogue between school and home, supporting pupil's well-being and being able to offer support at the earliest opportunity. • Take up of school holiday provision for identified PP children. 80% of identified PP pupils will attend at least one day of holiday provision.

	- 100% of PP parents to attend every parents evening.
To support those PP pupils who have gaps in learning due to COVID 19	- Tutoring programme Pupils who take part in the tutoring programme will make excellent progress narrowing or closing the gap with their more advantaged peers.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to receive training in understanding meta-cognition and how to implement this strategy within the classroom. All staff have access to National College to further their training.	Report from the Education Endowment Fund states: 'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.	1, 2 and 3

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

Budgeted cost: £76123

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of phonics in small daily targeted groups using Read, Write, Inc. Additional targeted 1-2-1 phonics support	As phonics is the key to reading and reading is the key to learning, this approach is recognised to support early reading and those struggling with reading.	1, 2 and 5
Additional adults in classrooms where there are the highest numbers of Pupil Premium Pupils.	EEF report Best Use of TAs	1, 2, 3, 4 and 5
High quality Vocabulary used across the curriculum-use of Alex Quigley's recommendations	Education Endowment Fund has published reports looking at vocabulary and say, 'Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary,	1,2 and 5

	modelling and extending children's language and thinking during interactions and activities such as shared reading.'	
Effective use of PIXL resources and assessment to support assessment for learning in core subjects.	EEF mastery learning report	1,2,3 and 5
Targeted teaching groups for Year 6 including higher achievers and key marginal groups	EEF mastery learning report	1, 2, 3 and 5
Small group/tutoring support in year 5	EEF COVID Recovery Document	1,2, and 3

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

Budgeted cost: £12655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home school link worker/Pupil Premium Lead makes and maintains contact with all pupil premium families.	EEF engaging with Parents Guidance	4

Total budgeted cost: £89778

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.

Packmoor Ormiston Academy measures academic progress in reading , writing and maths through PIXL assessments.

End of Key Stage 2 –There were 12 pupil premium pupils in this cohort
Combined
54% of PP pupils reached at least expected levels in reading, writing and maths. (7 out of 12 pupils)
Diminishing the difference between PP pupils and others in the cohort was -9
Reading
92% of PP pupils reached at least expected level (11 out of 12)
Diminishing the difference between PP pupils and others in the cohort was +18
Writing
62% of PP pupils reached at least expected level (8 out of 12 pupils)
Diminishing the difference between PP and others in the cohort was -10
Maths
77% of PP pupils reached at least expected level (9 out of 12 pupils)
Diminishing the difference between PP and others in the cohort was +3

End of Key Stage 1 – There were 6 pupil premium pupils in this cohort
Reading
50% of PP pupils reached at least expected level (3 out of 6 pupils)
Diminishing the difference between PP pupils and others in the cohort -23
Writing
17% of PP pupils reached at least expected level (1 out of 6 pupils)
Diminishing the difference between PP pupils and others in the cohort -52
Maths
67% of PP pupils reached at least expected level (4 out of 6 pupils)
Diminishing the difference between PP pupils and others in the cohort -13

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

Nuffield Early Language Intervention (NELI)	Elklan Training Ltd
Talk Boost	I CAN
Read, Write Inc	Ruth Miskin
PIXL	PIXL
Accelerated Reader	Renaissance Learning
Spelling Shed	EDSHED
Maths Shed	EDSHED
Literacy Shed	EDSHED
Testbase	Testbase
Nessy Dyslexia, Reading and Spelling	Nessy Learning
Classroom Secrets	Classroom Secrets
Deepening understanding	Deepening Understanding Ltd
White Rose	White Rose Maths
TT Rocks Stars	Maths Circle
Tapestry	Tapestry Online Learning Journal
Votes for Schools	Votes for Schools
Rigolo	Rigolo (Oxford University Press)
Music Express	Collins

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)

At Packmoor Ormiston Academy we have undertaken a Pupil Premium Review with our local authority. They have offered support and we have been part of a team that supports best practise across Stoke-on-Trent. As part of this process we have also undertaken a review with Marc Rowland and put in place his suggestions for further improvement such as teaching vocabulary explicitly and using meta-cognition techniques to further the resilience of our pupils.

Regular meetings between SLT, PP lead and subject leaders have taken place to support staff in identifying gaps and narrowing these gaps. This Pupil Premium Report for 2021-2024 has been a collaborative process between the team to make further progress in the next 3 years.

At Packmoor Ormiston Academy we offer a range of enrichment activities such as forest schools, sports clubs and cooking club to further the life experience for all our pupils but also to support meta-cognition and resilience within our pupils.

Our open door policy and good relationships with parents/families enables us to support learners outside of the classroom to allow learning to take place in the classroom.