

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	419
Proportion (%) of pupil premium eligible pupils	16.1% pupil premium pupils (69 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sharon May
Pupil Premium Lead	Janet Maxwell
Governor / Trustee Lead	Dave Lethaby

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,490
Recovery premium funding allocation this academic year	£7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90,175

## 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 accurately to 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 lower for the academic year 2023-2024 in all areas.
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.

### 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
<p>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.</p>	<p>Disadvantaged pupils will make the same or accelerated progress compared to their more advantaged peers as evidenced by end of key stage data.</p> <p><b><u>2023-2024</u></b></p> <ul style="list-style-type: none"> <li>EYFS 60% (3 out of 5 pupil Premium children) will achieve Good Level of Development (GLD)</li> <li>67% (8 out of 12 Pupil Premium children) will pass phonics screening in Year 1 (2023-2024)</li> <li>Key stage 1 Pupil Premium children who will achieve age-related standards at end of Year 2: Reading - 60% (3 out of 5 pupils) Writing - 60% (3 out of 5 pupils) Maths - 40% (2 out of 5 pupils) Combined – 40% (2 out of 5 pupils)</li> <li>KS2 Pupil Premium children who will achieve expected levels in their Summer 2024 SATS tests: Reading – 50% (5 out of 10 pupils) Writing – 60% (6 out of 10 pupils) GPS – 30% (3 out of 10 pupils) Maths – 70% (7 out of 10 pupils) Combined – 50% (5 out of 10 pupils) Whole cohort Combined - 73% (National 2023 - 59%)</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>Quality first teaching uses live modelling and Rosenshein's Principles as tools to support resilience and learning.</li> <li>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.</li> <li>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.</li> </ul>
<p>To improve and grow the resilience of pupils who face challenges in the curriculum</p>	<ul style="list-style-type: none"> <li>Staff using metacognition tools (live modelling) and the measuring of their impact on learning through increased levels of attendance, improvement in attitude to learning and attainment.</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>• A clear and open dialogue between school and home, supporting pupils' well-being and being able to offer support at the earliest opportunity.</li> <li>• Take up of school holiday provision for identified PP children. 80% of identified PP pupils will be offered at least one day of holiday provision.</li> <li>• 100% of PP parents to attend every parents' evenings.</li> </ul>
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## 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: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to receive training in the Oracy Project and Maths Fluency and how to implement these strategies within the classroom. Staff to also continue live modelling (English and Maths) from the previous year.</p> <p>All staff have access to National College to further their training.</p>	<p>As stated in the EEF document 'Metacognition and self-regulation':</p> <p>'Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.'</p> <p>'Explicit teaching of metacognitive and self-regulatory strategies could encourage (disadvantaged) pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</p>	1, 2 and 3

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

Budgeted cost: £75,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics in small daily targeted groups using Read, Write, Inc.</p> <p>Additional targeted 1-2-1 phonics support</p>	<p>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.</p>	1 and 2
<p>Additional adults in classrooms where there are the highest numbers of Pupil Premium Pupils.</p>	<p>EEF report Best Use of TAs</p>	1, 2, 3 and 4

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 and 2
	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 and 3
Targeted teaching groups for Year 6 including higher achievers and key marginal groups	EEF mastery learning report	1, 2 and 3

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

Budgeted cost: £14,151

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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: £90,175**

## 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 2022 to 2023 academic year.

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

**End of Key Stage 2** – There were 8 pupil premium pupils in this cohort

**Combined**

63% of PP pupils reached at least expected levels in reading, writing and maths. (5 out of 8 pupils)

Diminishing the difference between PP pupils and others in the cohort (64%) was **-1%**

**Reading**

100% of PP pupils reached at least expected level (8 out of 8)

Diminishing the difference between PP pupils and others in the cohort (75%) was **+25%**

**Writing**

63% of PP pupils reached at least expected level (5 out of 8 pupils)

Diminishing the difference between PP and others in the cohort (66%) was **-3%**

**Maths**

63% of PP pupils reached at least expected level (5 out of 8 pupils)

Diminishing the difference between PP and others in the cohort (82%) was **-19%**

**End of Key Stage 1** – There were 8 pupil premium pupils in this cohort

**Reading**

75% of PP pupils reached at least expected level (6 out of 8 pupils)

Diminishing the difference between PP pupils and others in the cohort (83%) was **-8%**

**Writing**

75% of PP pupils reached at least expected level (6 out of 8 pupils)

Diminishing the difference between PP pupils and others in the cohort (73%) was **+2%**

**Maths**

75% of PP pupils reached at least expected level (6 out of 8 pupils)

Diminishing the difference between PP pupils and others in the cohort (76%) was **-1%**

## 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
Power of Reading	CLPE
Testbase	Testbase
Nessy Dyslexia, Reading and Spelling	Nessy Learning
Classroom Secrets	Classroom Secrets
Deepening understanding	Deepening Understanding Ltd
White Rose	White Rose Maths
TT Rock Stars	Maths Circle
Tapestry	Tapestry Online Learning Journal
Votes for Schools	Votes for Schools
Rigolo	Rigolo (Oxford University Press)
LanguageNut	LanguageNut
Music Express	Collins Connect
Purple Mash	Purple Mash
Get Set for PE	Get Set for Education



## 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 undertook a Pupil Premium Review with our local authority. They offered support and we have been part of a team that supports best practice across Stoke-on-Trent. As part of this process, we also undertook 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, the 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 over the three years.

More recently, in September 2023, a second Pupil Premium Review has been undertaken with Oat Academy Trust, led by Rebecca Bieron. This showed our positive tracking and monitoring of the impact of Pupil Premium funding on our pupils and has helped to inform our next steps moving forward.

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

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