

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	Tenbury High Ormiston Academy
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	21% (97 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Vicki Dean
Pupil premium lead	Delyth Wall
Governor / Trustee lead	Andy Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,760
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,000
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	£98,360

Part A: Pupil premium strategy plan

Statement of intent

“Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field.

Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities.”

Sir John Dunford

The difference between equality and equity must be emphasised. Although both promote fairness, equality achieves this through treating everyone the same regardless of need, while equity achieves this through treating people differently dependent on need. However, this different treatment may be the key to reaching equality.

Fairness through equality would mean giving all students the same level of support. However, those who need more support beyond this initial level to succeed would therefore not have equal opportunities to those who do not.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children in our context include: an attainment gap between disadvantaged and non-disadvantaged pupils when they arrive from primary; multiple vulnerabilities in the disadvantaged cohort e.g. LAC, SEN and lower reading ages; additional needs e.g. SEN and access to extra-curricular activities; lower attendance for disadvantaged learners.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- ✓ To ensure that disadvantaged pupils have the same opportunities for enrichment as non-disadvantaged pupils

We aim to do this through

- Quality teaching which we developed through bespoke CPD and monitoring for ECTs, provision of smaller class sizes, specialist TA support, a rigorous CPD programme
- Ensuring access to a variety of opportunities for disadvantaged pupils through the provision of lunchtime and afterschool clubs
- Academic mentoring, pastoral mentoring, rigorous tracking and monitoring of pupil attainment, careers advice and rigorous attendance tracking.
- Providing a range of courses at KS4 including Health and Social Care and Business Studies

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement with school including homework and reading
2	Narrowing the attainment gap
3	Attendance and punctuality concerns
4	Lack of access to enrichment
5	Multiple vulnerabilities within the cohort: LAC, SEN and lower reading ages

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
Narrow the attainment gap	Achieve in line with national average for attainment for disadvantaged pupils % of grade 5+ in English and Maths to be within 10% of non-disadvantaged pupils
All pupils access a curriculum which best prepares them for post-16 life	Better than national average % entry for Ebacc for disadvantaged pupils All pupils will experience a broad curriculum
Narrow the reading age gap	Reduce the number of pupils who do not meet the functional literacy threshold

Attendance gap will continue to diminish and be in line with non-disadvantaged pupils	Attendance gap will continue to diminish and be in line with non-disadvantaged pupils
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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: £25,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust CPD plan for teaching staff to allow, on average, 1 hour of CPD per week led by the Vice Principal, SENCo, Assistant Principal or UPS members of staff who run forum CPD. CPD is focused on feedback, reading comprehension and assessment for learning (to aid individualised instruction)	EEF: feedback is well-evidenced and has a high impact on learning outcomes and self-regulation. Effects are high across all curriculum areas. Oral feedback has a slightly higher positive impact overall than written feedback. Implementing feedback successfully will require accurate assessment of pupil understanding so that you know what needs to be improved. Feedback is deemed to make 6+ months progress over a year. EEF: individualised instruction can be an effective approach to increase pupil attainment by 4+ months over a year.	2
One to one/Small group tuition for core subjects (6 pupils, 12 hours per week)	EEF: one to one tuition and small group tuition can be very effective if they are additional to and explicitly linked with normal lessons. Sessions should be short, regular and targeted at pupils' specific needs. Impact of one to one tuition is 4+ months over a year and small group tuition is 4+ months over a year.	2
Printing of resources for lessons and homework if required		2, 5
Ensuring a full teaching staff to allow for four teaching groups per year group, hence smaller classes	EEF: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase,	2

	improving outcomes for pupils. The impact of smaller class sizes is deemed to be 3+ months over a year.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic one to one mentoring to take place over a 6-week programme for targeted KS3 and KS4 pupils (2 days per week)	EEF: one to one tuition and small group tuition can be very effective if they are additional to ad explicitly linked with normal lessons. Sessions should be short, regular and targeted at pupils' specific needs. Impact of one to one tuition is 4+ months over a year and small group tuition is 4+ months over a year.	2
Additional GL assessments (NGRT) for those pupils who have low reading ages	EEF: diagnostic testing allows for more accurate support and mentoring/tuition. EEF: Reading comprehension strategies which focus on the learner's understanding of a text have high impact on average, when pitched at the appropriate level of difficulty.	2, 6
Access to online learning platforms such as GCSE pod	EEF: approaches which promote parents support with reading or homework have an impact of 2+ months additional progress over a year in secondary schools.	1, 2
School led tutoring: Reading and cross-curricular maths tutor for 3 hours per day Nov – end of academic year	EEF: one to one tuition and small group tuition can be very effective if they are additional to ad explicitly linked with normal lessons. Sessions should be short, regular and targeted at pupils' specific needs. Impact of one to one tuition is 4+ months over a year and small group tuition is 4+ months over a year.	2

Reading interventions for bottom 20% of readers including the purchase of books	<p>EEF: Reading comprehension strategies which focus on the learner's understanding of a text have high impact on average, when pitched at the appropriate level of difficulty. Shorter interventions of up to 10 weeks tend to be more successful. Disadvantaged learners are less likely to own a book or read at home. Reading comprehension strategies are deemed to make 7+ months of progress over a year in secondary schools.</p> <p>EEF: explicit and systematic support for the development of phonics understanding is seen to make 5+ months of progress over a year.</p>	1, 2, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke careers guidance including two careers interviews, mock interviews and careers fair organised by two trained careers advisors	EEF: Mentoring provides a positive role model, develops resilience and character. Programmes with a clear structure and expectations are associated with more successful outcomes. Regular meetings of once a week or more appear to be the most effective with the average impact being 2+ months progress over a year.	2, 5
Wellbeing coaching from a trained wellbeing champion	EEF: Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2, 3
Access to a school counsellor		2, 3
Rigorous attendance tracking and intervention from an attendance officer to	Attendance matters: Disadvantaged pupils are disproportionately likely to fall into the groups of pupils with the worst absence. Rewards and	3

ensure rewards for attendance are used to increase the attendance of disadvantaged pupils	financial incentives, used wisely, can be useful in breaking persistent resistance to good attendance.	
Increasing parental engagement through the use of Edulink as a communication tool and reading at home strategy	EEF: approaches which promote parents support with reading or homework have an impact of 2+ months additional progress over a year in secondary schools. Positive dialogue is likely to have more impact.	1
Provision of lunchtime and afterschool enrichment through clubs and additional staffing of a PE coach for 6 hours per day Nov – July to increase enrichment offer.	EEF: disadvantaged learners are less likely to have learning experiences outside of school	4
Bespoke interventions on resilience and responsibility (2 hours per week)	EEF: Mentoring provides a positive role model, develops resilience and character. Programmes with a clear structure and expectations are associated with more successful outcomes. Regular meetings of once a week or more appear to be the most effective with the average impact being 2+ months progress over a year.	

Total budgeted cost: £98, 360

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.

Quality teaching including bespoke CPD and monitoring for NQTS and RQTs, provision of smaller class sizes in core subjects, specialist TA support, CPD on differentiation.

Diminish the gap between disadvantaged and non-disadvantaged pupils through academic mentoring, rigorous tracking and monitoring of pupil attainment, careers advice and rigorous attendance tracking.

Impact: Internal tracking showed disadvantaged learners performing in line with their target grades overall and higher attaining disadvantaged pupils performed on average over half a grade above their targets.

Ensure access to the curriculum through the provision of lunchtime and afterschool clubs to support homework and access to alternative curriculum.

Enrichment in the curriculum, access to a broad curriculum, trips, provision of equipment and resources.

Impact: Internal behaviour data showed that disadvantaged learners had significantly fewer behaviour points for missed or incomplete homework. In turn, this increases attainment (see statement above)

Access to alternative curriculum courses: Health and Social Care, Business Studies and UAS.

Impact: More option subjects are now available with approx. 20% of the cohort taking Health and Social care and approx. 50% of the cohort taking GCSE business Studies. A very small proportion of pupils take UAS which is bespoke to those individuals. This ensures that pupils are inspired to continue in education post-16 as a result we had no NEETs.

Externally provided programmes

Programme	Provider
N/A	

Further information (optional)

Other activities we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding:

Pupil buddies in lessons

Disadvantaged learners to be on the school council

Pupil progress meetings which scrutinise data and plan interventions

Marking disadvantaged pupils' work first

Identifying and knowing disadvantaged learners e.g. via seating plans