# 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

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| Detail | Data |
| School name | Tenbury High Ormiston Academy |
| Number of pupils in school | 468 |
| 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)** | 2021-2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Vicki Dean |
| Pupil premium lead | Andrew Wilks |
| Governor / Trustee lead | Andy Burns |

**Funding overview**

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| **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

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| “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 disadvantages 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 us 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.

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| 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.

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| 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 |

## 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

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| 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-evidences 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 that 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 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 |
| 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, improving outcomes for pupils. The impact of smaller class sizes is deemed to be 3+ months over a year. | 2 |

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

Budgeted cost: £34,155

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| 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 | 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.  EEF: explicit and systematic support for the development of phonics understanding is seen to make 5+ months of progress over a year. | 1, 2, 5 |

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

Budgeted cost: £38,740

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| 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 ensure rewards for attendance are used to increase the attendance of disadvantaged pupils | Attendance matters: Disadvantaged pupils are disproportionately likely to fall into the groups of pupils with the worst absence. **Rewards and financial incentives,** used wisely, can be useful in breaking persistent resistance to good attendance. | 3 |
| 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 2022-2023 academic year.

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| Edulink has proved to be a popular and successful method of communication. We aim to build upon this by having parent forums via an online system next year to gain the view of more disadvantaged parents, to further increase the engagement of that cohort. Our SIMS behaviour points analysis shows that 36% of total behaviour points given for lack of homework were to disadvantaged pupils. This shows that we have made progress on our target on increasing engagement with the school for homework.  For our reading intervention cohort for the year 21/22, pupils were targeted for planned interventions ranging from Read/Write/Ink to Daily 1:1 reads with the academy mentor. As a result, 53% of the cohort made expected or more than expected progress in their SAS reading score. The remaining pupils not making progress are in receipt of additional reading interventions in the 22/23 academic year.  For our year 11 cohort (summer 2022), the attainment in grades 5+ English and Maths was 27.8% for disadvantaged pupils and 48.7% for all pupils. This falls out of the 10% target. However, the attainment of grades 4+ in English and Maths was 61.1% for disadvantaged pupils and 67.9% for all pupils. This falls within the 10% target. Therefore, we have made progress towards our target of narrowing the attainment gap. But need to focus on the 5+ basics measure.  The % entry for EBacc for our new KS4 cohort is 36% which is 6% higher than previous years, going against the national trend where the entry has fallen from 40.0% in 2018/19 to 39.8% in 2019/20 and to 38.7% in 2020/21. Therefore, even though we are still below national, we are closing the gap. 29% of our disadvantaged cohort have opted to take a language which is the main limiting factor for our EBacc entry for this cohort.  Attendance for disadvantaged pupils is within 4.6% of non-disadvantaged pupils for the 2022-2023 academic year. Persistent absentees are 24% of our cohort, 40% of Persistent absentee cohort are disadvantaged.  As of January 23, 84% of our disadvantaged pupils have taken part in a minimum of one enrichment opportunity with 44% attending a club. Engagement is strong for disadvantaged pupils engaging repeatedly in enrichment: 83% of disadvantaged pupils in year 7; 94% % of disadvantaged pupils in year 8; 77% of disadvantaged pupils in year 9; 65%% of disadvantaged pupils in year 10 and 73%% of disadvantaged pupils in year 11. This is clear progress for our target of ensuring all pupils have access to a broad curriculum and enrichment offer.  Pupil behaviour, wellbeing and mental health were significantly impacted in the academic years prior to 2021-2022. This heavily impacted the disadvantaged cohort with the multiple vulnerabilities within this. We used pupil premium funding to provide wellbeing support and targeted interventions when required and this will continue to de developed with the role of a specific pastoral support officer for pupil premium and LAC pupils in the 2022-2023 academic year. |

## Externally provided programmes

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| Programme | Provider |
| N/A |  |
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# Further information (optional)

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| 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 |