

## Pupil premium strategy statement

At Tenbury High Ormiston Academy, disadvantaged students are identified as those who face significant barriers to their academic success and personal development due to socioeconomic circumstances. These students may be eligible for additional funding through the Pupil Premium, including those who:

- Are currently eligible for free school meals (FSM) or have been eligible within the last six years (Ever 6 FSM).
- Are in the care of the local authority (Looked After Children, LAC) or have previously been in care (Post-LAC).
- Live in households with low income or other socio-economic disadvantages.

Disadvantaged students at Tenbury High Ormiston Academy face challenges with attendance and academic progress, especially in Maths and English. This strategy aims to address these concerns using a three-tiered approach that focuses on high-quality teaching, targeted academic support, and broader enrichment strategies.

## School overview

Detail	Data
School name	Tenbury High Ormiston Academy
Number of pupils in school	453
Proportion (%) of pupil premium eligible pupils	21% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Vicki Dean
Pupil premium lead	Ella Taylor-Johnston
Governor / Trustee lead	John Hogan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,450
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£92,450</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## 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 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 first teaching which is developed through bespoke CPD and monitoring for ECTs, specialist TA support, a rigorous CPD programme and strategies in place to fully know the students
- 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.

## 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 with Maths & English.
3	Attendance and punctuality concerns
4	Lack of access to enrichment
5	Multiple vulnerabilities within the cohort: LAC, SEN and lower reading ages & maths.

## 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 4+ 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 and supporting with maths.	Reduce the number of pupils who do not meet the functional literacy threshold. Increasing engagement and attainment with maths provision's

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: £21,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Evidence from EEF indicates that structured teaching approaches like explicit instruction, scaffolding, and targeted feedback can improve student outcomes, particularly for disadvantaged pupils in core subjects.	2, 3
Knowing our students	Knowing your student's has shown to correlate with raised achievement. Having a passport of information for all disadvantaged students will strengthen the knowledge and therefore the teaching and attainment of these students.	2, 3, 5
Flexible Seating Plans	Research supports that strategic seating can foster better classroom engagement by placing students in optimal learning environments based on individual needs.	5
Professional Development for Staff	EEF findings suggest that ongoing professional development builds teacher capacity, enabling adaptive teaching strategies and improved student outcomes, particularly for disadvantaged groups.	1, 2, 5
Sparx Maths Integration	Research indicates that personalised learning platforms like Sparx Maths can enhance student engagement and progress through adaptive tasks that address individual learning gaps.	1, 2, 5
Lexonik Integration	EEF research shows that structured literacy interventions such as Lexonik can significantly improve reading and comprehension skills, particularly for students with lower literacy levels.	2, 5

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

Budgeted cost: £37,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-One and Small Group Tuition	EEF research suggests that personalised tuition tailored to individual learning needs significantly boosts academic progress in core subjects like Maths and English. Regular, targeted sessions improve understanding and retention.	2, 3, 5
Lexonik Implementation	Lexonik has been shown to improve literacy skills through structured interventions targeting reading comprehension and vocabulary development, addressing literacy gaps effectively.	2, 5
Sparx Maths Implementation	Research indicates that personalised learning platforms like Sparx Maths can enhance student engagement and progress through adaptive tasks that address individual learning gaps. This approach can be used during school hours, within registration time, or in afterschool interventions.	2, 5
Teaching Assistant Deployment	Skilled teaching assistants will be deployed to work alongside classroom teachers, delivering targeted interventions that address specific literacy and numeracy challenges faced by disadvantaged students. This support will be integrated into daily lessons, ensuring consistent help throughout the school day. This has been shown to reduce gaps and enhance student engagement.	2, 5

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

Budgeted cost: £33,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Categorisation of Risk	Categorising students based on ACEs ensures targeted support, allowing high-risk students to receive intensive help while supporting all disadvantaged learners.	1, 2, 3, 5
Attendance Monitoring and Support	EEF evidence suggests that close monitoring and family outreach improve attendance rates.	3
Social, Emotional, and Behavioural Support	Multi-agency collaboration is supported by research showing that pastoral care and mentoring improve emotional well-being and behaviour.	1, 5
Extra-Curricular Opportunities	Participation in extra-curricular activities fosters social development and engagement, promoting better academic outcomes.	4, 5
Enrichment Targets with Rewards	Setting specific targets and offering rewards motivates students, encouraging active participation in school life.	2, 4
Early Careers Support for Disadvantaged Students	Early careers guidance equips students with essential skills, improving future education and employment prospects.	2, 5
Parental Engagement	Parental involvement correlates with better academic performance and student well-being. Workshops and communication tools help maintain family-school partnerships.	1

**Total budgeted cost: £92,450**

## 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 2024-2025 academic year.

In 2024-2025, disadvantaged students at Tenbury showed some improvements in academic performance compared to the previous year. The average point scored for disadvantaged students increased by a small amount, which shows the start of some progress. While the overall progress measures indicated some positive changes, there remains a significant gap between the attainment point score of disadvantaged students and their peers.

The proportion of disadvantaged students meeting the Basic 9-5 increased significantly (9.9%). However, the number of students hitting the Basic 9-4 dipped slightly by 0.4%. In terms of gaps between disadvantage versus non-disadvantage there was no gap for Basic 9-5 and disadvantaged students performed better when looking at Basic 9-4. While the data is showing an increase there are still a majority of Pupil Premium students who are still falling short of these standards. This suggests that while interventions and strategies are beginning to show impact, more focused and sustained efforts are required to ensure consistent and meaningful progress across the cohort.

The data indicates that disadvantaged students are benefiting from some of the measures in place, but the scale of the progress suggests the need for a more comprehensive approach. Factors such as the quality of teaching, targeted support, and addressing barriers to learning remain critical to further improving outcomes. This is a clear area of priority for the school moving forward, with a focus on ensuring that the progress observed is not only maintained but accelerated in future years.

### Externally provided programmes

Programme	Provider
Tutoring for a range of subjects (1:1)	My Tutor

## Further information (optional)

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

Disadvantaged learners to be on the school council

Pupil progress meetings which scrutinise data and plan interventions