

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Ormiston Beachcroft Academy
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	81
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	8/9/21
Date on which it will be reviewed	1/9/22
Statement authorised by	Wasim Butt
Pupil premium lead	Michelle Burgess-Allen
Governor / Trustee lead	Emily Antrobus

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,030
Recovery premium funding allocation this academic year	£4930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,960</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

Our objectives for disadvantaged pupils are to be able to provide them with the same opportunities, experiences and chances of success as their non-disadvantaged counterparts. We feel strongly that no child should not be able to achieve and progress because of their socio-economic background. This includes academic achievement and progress, accreditation and qualification, exposure to social and cultural experiences, good physical and mental health, and development of social and emotional literacy. Our learners face some of the greatest challenges presented in modern Britain – many are from complex backgrounds that have had the effect of underdeveloped literacy and numeracy skills, lack of engagement with education, lack of emotional literacy and under developed social skills, lack of exposure to social and cultural experiences, poor physical and mental health, as well as other localised issues pertaining to our learners' background, including exposure to violence, gang related activities and more. In order to address these wide and varying needs, our pupil premium strategy plan is multifaceted. For example, in terms of addressing academic needs such as literacy and numeracy development, we have invested in a library, a whole school reading initiative through DEAR, CPD for staff around guided/supported reading and numeracy across the curriculum. We continue to develop our work with outside agencies such as PanArts and Greenhouse, providing enrichment opportunities for learners outside of the conventional school day as well as exposure to cultural experiences that would not circumstantially be available to them. We also continue to invest in valuable work with NHS practitioners, Educational Psychologists and CAMHS, IGU, Future Men and more to address behavioural, physical and mental health needs, as well as community issues that are specific to our learners' contexts. Our key principles of Achieving More Together is based on our values of Resilience, Compassion and Innovation. With these in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve good qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain

## Challenges

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

Challenge number	Detail of challenge
1	Poor Literacy skills
2	Poor Numeracy skills
3	Poor behaviour and social skills
4	Weak independent learning skills
5	Attendance
6	Lack of exposure to social and cultural experiences

## 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
Attendance to be in line with academy target	Attendance in line or better than non PP learners attending the Academy
Improved literacy skills	Reading assessments will indicate that students will make rapid and sustained progress in reading age. Bespoke Literacy assessments will be utilised to chart developments in written ability.
Improved numeracy skills	Improved numeracy skills – assessed on entry and improvements measured using numeracy testing programmes and internal assessments.
Progress data in line with non-PP students	Curriculum data indicates students are on track to achieve aspirational targets and that there is no difference between PP and non PP students. Where they are not, staff are putting in place classroom level interventions.

Improve the behaviour of pupils (SEMH)	Reduced exclusion rates, and behaviour tracking for students. Clear interventions that are measurable, tracked and regularly reviewed for sustained impact.
Develop independent learning skills	Following a full review through a professional learning community. Tracking through measurable evidence, including: student voice, attendance at clubs, trips and visits and intervention data outcomes.

## 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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths programmes used (MathsWatch)	The achievement of PP students is analysed by Subject Leads and interventions are put in place.  CPD to develop staff confidence in integrating numeracy across the curriculum	2, 4
Reading: An Academy wide approach to reading adopted, through Lead Teacher for Reading	We are now benefitting from a range of CPD to ensure DEAR time is used effectively  The library is popular during enrichment time.	1
Difference Leader	The difference leader will lead on CPD, teaching and learning and progress 5, delivering appropriate professional development, embedding, refining and monitoring of progress 5 and leading on the teaching and learning priority of differentiation	1, 2, 4
Homework – online platform and support club	Lead IT teacher and Wave Leader to set up online homework platform and run support sessions to prepare learners for independent work, Post 16 study and/or reintegration	1, 2, 4
Educational visits	Visit to the Globe Theatre for “Playing Shakespeare” project to support teaching within English curriculum area, fluidity of reading of text and exposure to social and cultural experiences Enrichment visits to Essex Outdoors, Lords Cricket etc	1, 4, 6

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

Budgeted cost: £ 8960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment	Enrichment to engage students and raise aspirations, including cricket workshops, boxing intervention, CYT sessions and enrichment visits	4, 6
Develop independent learning skills	<p>Subsidised revision materials provided for KS4</p> <p>Intervention and Small Group</p> <p>Homework club via an online platform</p> <p>Guidance from CEIAG experts</p> <p>The OFSTED publication “The Pupil Premium: How schools are spending funding successfully to maximise achievement” highlights targeted support as one of the top ten ‘top gap busters’.</p>	4, 6
Lexonic	Reading assessments will indicate that students will make rapid and sustained progress in reading age. YARC assessment to be used to target specific learners for Literacy Planet intervention and measure/track progress made	1
Year 11 after school intervention and NTP – 450 hours x hourly costs (approx. 20,000)	Use of data from assessment points to target learners in core subjects at risk of not achieving potential target grade or making progress to secure best outcomes in preparation for Post 16 study	1, 2, 4

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club to improve attendance	The pupil premium: what OFSTED looks at by Lorna Fitzjohn HMI states that leaders should attendance relentlessly to ensure attendance is improving in line with national average.	5
Rewards programme for PP pupils.	The new rewards system is being set up to encourage good attendance.	5
Improve the behaviour of pupils (SEMH)	Behaviour interventions including counselling, mentoring and lego therapy. The EEF Toolkit suggests that targeted interventions matched to specific students' needs or behavioural issues can be effective, especially for older pupils.	3
Enrichment - 4000	Enrichment to engage students and raise aspirations	4,6
Uniform - 3650	Uniform provided for PP pupils to meet school expectations and raise aspirations	3, 4, 6

**Total budgeted cost: £ 40323**



## 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 2021 to 2022 academic year.

We continue, even post Covid and the first year of full GCSE examinations taking place, to see strong results for our learners. We continue to offer learners 8 qualifications at GCSE/Level 2 equivalent and continue to secure accreditation for every pupil. We have also increased the number of pupils achieving 5 or more GCSEs or equivalents, and have narrowed the achievement gap between our pupil premium and non pupil premium pupils.

We adopt a wrap-around approach to our learners, starting with the provision of a hot breakfast from 8.30am, snacks at break time and a hot meal at lunchtime. We aim to create a cohesive climate of support for all, therefore learners and staff share meal times in our school canteen to create a sense of community.

Our approach to determining who benefits from our range of interventions is based on need and is planned in advance for academic and mentoring sessions wherever possible. Dynamic intervention also takes place daily as and when the need arises.

- Breakfast club, snack at break and a hot meal at lunch for all pupils
- Funding of school trips and residential trips
- Improving technology to support access to the online platform
- Launching a Maths program at KS3 and KS4, targeting gaps in maths
- Uniform grants (purchased for all pupils)
- Speech and language therapist
- TLR for IT teacher leading the online offer across academies
- TLR for T&L Deputy
- Supplementing the NTP to deliver tutoring to learners in English, Maths and Science

Provision of equipment- we have a policy of providing learners with the equipment they need in order to be successful in their learning. This includes ensuring all learners have the correct uniform, equipment and home learning tools needed to feel ready for learning and therefore to make progress academically, as well as ingredients for food technology etc

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*