

Pupil premium strategy statement – Ormiston Academy 24/25

Beachcroft

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) 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 outcomes for disadvantaged pupils last academic year.

Detail	Data
School name	Ormiston Beachcroft Academy
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	1/9/25
Date on which it will be reviewed	1/9/26
Statement authorised by	Michelle Burgess-Allen
Pupil premium lead	Michelle Burgess-Allen
Governor / Trustee lead	Emily Antrobus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,955
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£41,955

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 T.S Eliot Foundation, 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
7	Resourcing
8	Wellbeing and Health

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.
Resourcing	All pupils have access to at least one hot nutritious meal per day All pupils have access to a full school uniform
Wellbeing and health	All pupils have access to at least one hot nutritious meal per day All pupils have access to a full school uniform All pupils have the option of engaging with Music Therapy

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: £ 11,000

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, 7
Science programme used (Tassomai)	The achievement of PP students is analysed by Subject Leads and interventions are put in place. Launch of independent study and weekly sharing of pupil data weekly in briefing	2,4, 7
English programme used (Tassomai)	The achievement of PP students is analysed by Subject Leads and interventions are put in place. Launch of independent study and weekly sharing of pupil data weekly in briefing	1,4, 7
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 Buying a book for every pupil to access reading	1, 7
Middle Leadership – leader of Core and Non Core, CEIAG lead	Middle leadership development within specialist areas, to assist the VP for Curriculum in the development and QA of T&L and retain the best staff	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, The Old Vic for “A Christmas Carol,” fluidity of reading of text and exposure to social and cultural experiences Enrichment visits to Essex Outdoors, Lords Cricket etc	1, 4, 6, 7

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

Budgeted cost: £ 5,955

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, 7
Develop independent learning skills	Subsidised revision materials provided for KS4 Intervention and Small Group Homework club via an online platform Guidance from CEIAG experts 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’.	4, 6
Lexonic	Reading assessments will indicate that students will make rapid and sustained progress in reading age.	1

	YARC assessment to be used to target specific learners for Literacy Planet intervention and measure/track progress made	
Year 11 after school intervention	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: £ 25,000

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, 7
Rewards programme for PP pupils.	The new rewards system is being set up to encourage good attendance and punctuality	5, 7
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	Enrichment to engage students and raise aspirations	4,7, 8
Uniform	Providing uniform items for all pupils so that they can access, belong and be a part of the community to engage in learning	7, 8

Total budgeted cost: £ 41,955

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 2023 to 2024 academic year.

We continue, even post Covid and full GCSE examinations taking place, to see strong results for our learners. We continue to offer learners 7 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
- Launching a Science and English program at KS3 and KS4, targeting gaps in both subject areas
- Uniform grants (purchased for all pupils)
- Speech and language therapist
- Educational Psychologist
- Resources for Music Therapist (Mind MHST)
- TLR for leaders of Core and Non Core

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.