

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	Broadland High Ormiston Academy
Number of pupils in school	735
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	16/10/2021
Date on which it will be reviewed	Governor approval – Nov 16 th and then termly via SLT and Strategic Progress Board.
Statement authorised by	Matthew Sprake
Pupil premium lead	Matthew Sprake
Governor / Trustee lead	William Penny

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,500
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (Catchup 20-21)	£9,291
Total budget for this academic year	£119,291

Part A: Pupil premium strategy plan

Statement of intent

We will use pupil premium funding to ensure that our disadvantaged students leave our academy having enjoyed the same rich experience and with the same opportunities as their non-disadvantaged peers. A focus on the attendance, and social and emotional development of our disadvantaged students, alongside targeted academic intervention and support will ensure that the progress and attainment of disadvantaged students is in line with non-disadvantaged students within the academy.

We know our students well and a focus on ensuring that our disadvantaged students are equipped to take part in the vast array of leadership, student voice and enrichment opportunities on offer at the academy will underpin academic support in addressing the disproportionate impact of the Covid-19 pandemic on our disadvantaged students.

The progress of our disadvantaged and SEND students is a priority for our staff, trust and governors. Working together and maximising the support that we receive from OAT we will ensure that high quality evidence informed teacher instruction drives student challenge, engagement and progress within the taught curriculum.

Our pastoral and progress teams will support this through proactive identification of students facing challenges and putting in place rigorous support.

Challenges

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

Challenge number	Detail of challenge
1	To improve the progress made by our disadvantaged students as judged by GCSE results at the end of KS4
2	To re-address inequalities in social and emotional wellbeing that have deepened as a result of the Covid-19 pandemic.
3	To ensure that our disadvantaged students do not have a lower attendance percentage than other students.
4	To ensure that vocabulary and reading age are not a barrier to progress for our disadvantaged students.
5	To ensure that our disadvantaged students choose aspirational pathways and are supported in the next stage of their education through careers information, advice and guidance.
6	To ensure that disadvantage is not a barrier to engaging fully with enrichment, student voice and student leadership opportunities.

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
Disadvantaged students will make the same level of progress as their peers	Over 3 years disadvantaged outcomes will consistently improve leading to the gap in outcomes between disadvantaged students and their peers narrowing.
Disadvantaged students will actively engage in enrichment and student leadership/ voice activities	The percentage of disadvantaged students taking part in enrichment and student voice/ leadership activities will match their peers.
Disadvantaged students will follow aspirational post 16 pathways and will not be 'NEET'	Progression data will show that disadvantaged students follow appropriately challenging pathways in education and training.
Disadvantaged students will make accelerated progress in reading	Data tracked using GL/ AR data will show improvement in reading ages in order to match non-disadvantaged students.
Disadvantaged students will show improved attendance	A 3 year trend of improved attendance for disadvantaged students leading to attendance matching school targets of 96%

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: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of approaches to responsive teaching and diagnostic assessment	EEF Blog: Learning recovery and the role of diagnostic... EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1, 4
Increased time for mental health champion	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2
Provide increased capacity within the pastoral and progress/inclusion team.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions	

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

Budgeted cost: £ 40290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide increased LSA provision for disadvantaged SEND students focusing on social and emotional support (Literacy Group Y8)	Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions	1, 2, 4
Additional 1-1 support in English/ science for disadvantaged students	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 4
Targeted tutoring delivered by specialist teaching staff across all key stages. Sessions to be sequenced/ planned with a specific focus	Small group tuition EEF (educationendowmentfoundation.org.uk)	1
Focus on metacognition in lessons to support students' learning. and support students to become better self-regulated learners. Subsequent use of tutor time to develop this through application to study.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 4
Funding of revision resources for students to support independent revision	Student voice has indicated that this, especially given our approach to study tasks, is very helpful.	1
My tutor provision for targeted students	OAT wide and academy data has shown the positive impact that	1

	effectively targeted My Tutor sessions can have on progress and attainment.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe space provision to provide vulnerable students with mentoring, emotional support and bespoke support packages	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	6, 2, 3
Disadvantaged students to receive funded music lessons	Arts participation EEF (educationendowmentfoundation.org.uk)	6, 2
Support for students to enable them to access arts interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Arts participation EEF (educationendowmentfoundation.org.uk)	6, 2
1-1 and specialist careers provision to support disadvantaged students.	https://www.gatsby.org.uk/education/focus-areas/good-career-guidance	1, 5
Fund daily study club to allow students to complete homework in	Homework EEF (educationendowmentfoundation.org.uk)	1, 2, 5

a quiet and resourced environment.		
Attendance monitoring, and bespoke support and intervention	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS_2_and_KS4.pdf	3, 1
Accelerated reader provision	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	4, 1, 2

Total budgeted cost: £ 119291

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.

Our allocation of funds to pastoral and emotional/ social support allowed us to ensure that throughout the pandemic regular contact was made with our disadvantaged students and that on site provision for our vulnerable and key-worker students was consistently staffed. Students attended consistently with positive feedback regarding the support for their learning.

Attendance of all students and of disadvantaged students remained higher than national averages during the period of face to face teaching.

Tutoring, both virtual and face to face delivered by academy staff provided catch up opportunities for disadvantaged students in all subjects with 'study club' funded for students to work across subjects. Outcomes for disadvantaged students as judged by the TAG process show an improvement in attainment from previous nationally benchmarked results. Internal assessments at the end of Y10 (for current Y11 students) highlighted a narrowing gap between the progress of our disadvantaged students and their peers in comparison to previous years.

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
n/a	n/a
n/a	n/a

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Our student voice representatives will lead a half termly academy wide survey followed by work within their form groups to understand and plan next steps from survey outcomes. This approach will ensure a wholly collegiate approach from the student body in contributing to the strategic direction of the academy and allow us to regularly measure the qualitative impact of actions on our disadvantaged students.