## School overview

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| **Detail** | **Data** |
| School name | Broadland High Ormiston Academy |
| Number of pupils in school  | 757 |
| Proportion (%) of pupil premium eligible pupils | 21.05% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Matthew Sprake |
| Pupil premium lead | Matthew Sprake |
| Governor / Trustee lead | Paul Middleditch |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £107,640 |
| Recovery premium funding allocation this academic year | £33,396 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0 |
| **Total budget for this academic year** | £141,036 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| **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 and are not subject to suspension or exclusion more frequently 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.

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| **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 trend of improved attendance for disadvantaged students will close gap between non disadvantaged peers and ensure that attendance is higher than disadvantaged students nationally.  |

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31766

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Development of approaches to ensure cognitively active students | [EEF Blog: Learning recovery and the role of diagnostic… | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up?utm_source=/news/eef-blog-the-impact-of-covid-19-and-catching-up&utm_medium=search&utm_campaign=site_search&search_term=diagnostic)<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/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-toolkit/teaching-assistant-interventions |  |

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

Budgeted cost: £ 45290

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| **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/teaching-learning-toolkit/small-group-tuition)<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2, 4 |
| Additional 1-1 support or 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1 |
| 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 |

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

Budgeted cost: £ 59000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Pastoral 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 6, 2 |
| Funding to allow e-learning/ alternative provision packages for targeted students |  | 1, 3, 6 |
| 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 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 a quiet and resourced environment. | [Homework | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework) | 1, 2, 5 |
| 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_KS2_and_KS4.pdf> | 3, 1 |
| Accelerated reader provision | [Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)[Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 4, 1, 2 |

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 to 2023 academic year.

Pupils entitled to the pupil premium had a positive P8 of 0.05 with a significant reduction in the gap between disadvantaged and non-disadvantaged progress. This is the highest pupil premium P8 score achieved at the academy.

PP attendance during the 2022/2023 academic year was 85.8% in comparison to 85.3% nationally and 91.3% school attendance.

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*

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| **Programme** | **Provider** |
| n/a |  |
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Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| **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)