

Ormiston Latimer Academy 2022/23 - Pupil Premium Strategy Statement

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.

School overview

Detail	Data
Number of pupils in school	34.5
Proportion (%) of pupil premium eligible pupils	56.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	15 th Sept 2022
Date on which it will be reviewed	14 th Sept 2023
Statement authorised by	Everol Halliburton
Pupil premium lead	Nasrin Islam
Governor / Trustee lead	Hilary Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,208
Recovery premium funding allocation this academic year	£ 6,525
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 25,733

Part A: Pupil premium strategy plan

Statement of intent

- ***What are your ultimate objectives for your disadvantaged pupils?***

Learners at Latimer are referred to us because they may experience a number of barriers to learning within their mainstream schools: these include poor attendance, poor literacy and or numeracy, social & emotional needs and low self-esteem. Some learners also experience mental health difficulties and increased levels of trauma. Others are referred having moved into the local authority and either can't assess a mainstream school place or have experienced large spells out of the mainstream environment. Therefore, many of our learners are disadvantaged by having a broken educational experience outside of the mainstream setting.

Using data collected on the experiences, needs and ability of learners our continuing 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 including access to an age-related curriculum that could support reintegration back into the mainstream. We feel strongly that no child should not be able to achieve and progress because of their socio-economic background; issues related to erratic attendance due to anxiety or other factors including challenging home circumstances.

We seek to ensure that Ormiston Latimer learners are provided with quality teaching, robust pastoral support and opportunities that allow them to believe that they can be successful and achieve their potential in all areas including 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.

- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

Our learners hail from some of the most complex socio-economic backgrounds, with high levels of dysfunctionality and where acute childhood experiences are high. This has resulted in learners exhibiting underdeveloped literacy and numeracy skills, a lack of engagement with education, lack of emotional literacy and under developed social skills, lack of exposure to social and cultural experiences impacting the development of social capital, 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 multi-faceted. For example, in terms of addressing academic attainment and accreditation we are seeking to facilitate improvements pupils' levels of literacy and

numeracy by investing in new whole school reading initiatives and extra-curricular interventions delivered internally. We aim to improve achievement outcomes for students in KS4, including an increase in the number of learners completing 5 GCSE (1-9); 20% (9-4) including English & Maths and/or at the very least learners attaining their CATS predicted grades or a level above.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments,

Our strategy will include CPD for staff around using new reading, writing, and spelling programmes such as LEXONIC LEAP and FLEX Programmes. These reading recovery programmes support learners in developing reading fluency, spelling, general vocabulary, and an increase in confidence.

Our strategy will include an attention to emotional development of our learners. We are seeking to introduce the Emotional Literacy GL Assessments to aid learner development in these areas. This tool measures pupils' ability to understand and express feelings and highlight areas for intervention and can also be used to pre- and post-assess. Here we are continuing to explore ways to assess the quality and effectiveness of the social and emotional interventions delivered by our pastoral staff.

Our strategy will continue the engagement with and relationship building with new and existing partners such as Construction Youth Trust, ISG Ltd, St Clement James Charity, Groundworks & Fit 4 Life, and the St Clement & St James Centre. These activities provide enrichment, learning and self-development opportunities for learners within & outside of the conventional school day as well as exposure to cultural experiences that would not circumstantially be available to them.

The Construction Youth Trust and ISG Ltd also supports post 16 opportunities and CIAG education. We also continue to invest in valuable work with NHS practitioners, HFEH MIND, Educational Psychologists and CAMHS, Integrated Gangs Unit, Detached Outreach teams, St Giles Trust and more to address behavioural, physical and mental health needs, as well as community issues that are specific to our learners' contexts.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as enrichment activities and these will remain an integral part of the strategy. These initiatives will combat the limitations placed on learners due to exclusion from activities due to socio – economic circumstances, family functionality or prior challenging behaviour

- ***What are the key principles of your strategy plan?***

Pupil Premium funding is used in order to close the gap, inspire, raise aspiration and self-belief and improve young people's life chances

Our local vision statement sets out clearly our mission for ALL learners which is to provide a nurturing inclusive environment with high expectations and healthy challenge. We want to empower learners to be happy and independent, develop relationships, life skills, self-worth and self-confidence. We seek to embed a knowledge of British values and cultural literacy within our practices, whilst promoting social inclusion and academic achievement.

Key Principles:

1. High Quality Teaching

- **Improve achievement outcomes for students in KS4**

Not only through targeting the quality of teaching and learning we aim to support further learners' access to the curriculum and means of support identification and assessment through internal CPD and development of Deputy SENDCo role

- Training more staff to deliver Lexonik Flex and Leap as the selected literacy programs to be delivered starting year 22/23.
- 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, footwear, and the remote learning equipment needed to feel ready for learning and therefore to make progress academically.

2. Targeted Academic Support

- **All learners make progress in line with agreed flight path from starting points.**

- To provide targeted support to learners so they can achieve their academic potential. This will be done by external (NTP) and internal subject-based interventions as well as data informed literacy and numeracy interventions.
 - Implementation of additional assessment tools – to increase frequency of data collection - WRAT 5.
 - Continued Guided reading activities to support and focus on the development of Comprehension skill across all year groups.
 - Continued intervention, monitoring and assessment for identified learners
 - Development of school library.
- Improve reading so that age-appropriate scores are recorded for 100% by third assessment

3. Wider Strategies

- That learners at the Ormiston Latimer Academy are given enrichment opportunities to broaden horizons, raise aspirations, develop cultural capital and encourage social relationships with adults and peers, develop teamwork and independent learning skills.
- Purchase, delivery Q&A of Emotional intelligence resources
- To improve the attendance of PPG students ensuring term by term incremental improvements through delivery of robust attendance protocols, effective

interventions and involvement of Early Help teams and other professionals working with families.

- Review the range, quality and take up of extra-curricular activities offered by the school.
- Enhancement of careers advice for pupils through external providers. To ensure successful post 16 transition and progression. This will be supported by a range of internal and external professionals including the Local Enterprise Advisor network (LEAN) and whole school academic mentoring for Yr. 11 learners.
- Development of activities to support Learners Mental Health

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Poor Literacy Skills
3	Poor Numeracy Skills
4	Weak independent learning skills
5	Lack of facilities to support good learning habits e.g. Library
6.	Poor behaviour and social skills
7.	Emotional and social factors including safeguarding
8.	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
Improve Attendance across the school cohort.	Attendance in line, better or showing same incremental rise pattern as non-PP learners attending the Academy
Improved literacy skills	Lexonic LEAP/FLEX: 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 and outcomes in mathematics	Improved numeracy skills – assessed on entry and improvements measured using internal assessments and end of KS4 outcomes in mathematics.

Develop independent learning skills	Following a full qualitative review through the professional learning community. This will involve tracking of learner and staff feedback against data collated via structured conversation targets, One Plan aspirations/Pastoral review updates and interventions with outcomes.
Support for the development of facilities to support good learning habits e.g. Library	Identified in Nov 2021 Ofsted as an area that will support the development of reading skills and we envisage having the desired knock-on enhancing effects across other areas of the curriculum. Library to be operational by end of T6
Improvements in behaviour and social presentation Incentives for students	<p>Reduced exclusion rates, and behaviour tracking for students. Clear interventions that are measurable tracked and regularly reviewed for sustained impact. Also, see reduced behaviour incident logs over time.</p> <p>Evidence suggests that by increasing parental engagement and rewarding/praising students for what they do and achieve in the classroom the attendance and performance of students improves by upwards of 4 months a year. School exclusion continue to fall in latter part of academic year.</p> <p>https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engage.</p>
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, or other additional support.
Emotional and social factors including safeguarding.	<p>Emotional Literacy – GL Assessment. This tool measures pupils' ability to understand and express feelings and highlight areas for intervention. It will highlight where pupils' strengths and weaknesses are by triangulating pupil, teacher and parent checklists to identify ideas for practical interventions.</p> <p>Learners are better placed to access and engage with assessment/ exam activities</p>
Improved exposure to social and cultural capitol experiences for targeted learners.	Activities are embedded within curriculum and enrichment areas. Data shows that uptake of activities is good and improved. Learners are able to articulate benefits.

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
Access Arrangements	The achievement of PP students is analysed by Subject Leads and interventions are put in place. Essential to ensuring that staff are suitably trained to be able to assess learners needs early, so appropriate allowances are made.	2, 4
Paid subscription to MathsWatec	Online math platform that makes learning available to students 24/7. Around 2000 schools in the UK use MathsWatch. Learners utilise in school time.	2, 3, 4
Math teacher will engage with our Trust Lead Pract. to develop the quality of maths teaching through CPD.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (sut-tontrust.com)	3
Implementation of numeracy activities into working week interventions e.g numeracy word/sum of the week	CPD to develop staff confidence in integrating numeracy across the curriculum	3
Lexonic LEAP/FLEX CPD	Training more staff to deliver Lexonik Flex and Leap as the selected literacy programmes to be delivered starting year 22/23. Improving literacy across the curriculum is vital to student academic improvement. It is recognised that literacy skills are required both in general and subject specific for students to access and develop in all curriculum areas. Reading strategies should be used in all areas and can be utilised in order to support recall, prediction and comprehension. Developing a model of tiered support is a promising approach.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4	
Reading: An Academy wide approach to reading, adopted through Lead Teacher for Literacy Develop and establish School Library	There is a significant connection between reading ability and success in all GCSE subjects, the link between good reading and good grades is actually higher in maths than in some arts subjects like English literature and history. GL Assessment 26/02/2020 – last accessed 27/09/201	2, 3, 5
Educational visits	External: Visit to the TATE Modern; National Gallery; Kew Gardens, London Eye, Riverboat trips, Imperial War Museum, Zoo Visits. Theatre trips	1, 6, 8
GL Emotional Literacy Assessment	Practical tools to be used to discover pupils' strengths and weaknesses in five sub-scales of emotional literacy: self-awareness, self-regulation, motivation, empathy and social skills. These assessments provide a better understanding of these competences and, where necessary, highlight areas for intervention. (North Star Advisory Team, 2022)	6, 7, 8

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop independent learning skills.	Subsidised revision materials provided for KS4 Intervention and Small Group 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’.	1, 2, 3
YARC WRAT 5	YARC assessment to be used for baseline assessment and to target specific learners for tailored literacy interventions (decoding or comprehension). The various reading ages are also used to inform teacher practice and differentiated work. YARC assessments are	3, 4

	conducted annually to mark progress and areas of the development	
<i>Lexonic LEAP</i>	<p>Lexonic Leap is aimed at students with a Standard Age Score on the NGRT of below 85 and Advance is aimed at those with a score of above 85. To get the best from the programme, pupils need daily intervention of around 15-20 minutes a day.</p> <p>For the Advance programme, Lexonic <i>guarantee</i> a minimum of 27 months' worth of progress in just 6 weeks. Students at Ormiston SWB are averaging 34 months progress with Lexonic Advance.</p>	2, 4
While school/Year 11 after school intervention and NTP	<p>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.</p> <p>The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year. (Ofsted, 2022).</p> <p>Use of St Clements James Charity for 1:1 Interventions</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
College placements	<p>A small number of students have been identified as having poor attendance and wider needs which were not being met within the core aspect of the school.</p> <p>As a school we have historically seen an improvement in attendance, performance and behaviour when these students are engaged in a different setting. Either working 1:1 or alternate settings</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	1, 4, 6, 7

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

Budgeted cost: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of PPG students through incentivisation	To improve the attendance of PPG students ensuring term by term incremental improvements through delivery of robust attendance protocols, effective interventions and involvement of Early Help teams and other professionals working with families.	1, 7, 8
Increasing exposure to social and cultural experiences Enhancement of careers advice for pupils through external providers.	That learners at the Ormiston Latimer Academy are given enrichment opportunities to broaden horizons, raise aspirations, develop cultural capital and encourage social relationships with adults and peers, develop teamwork and independent learning skills. To ensure successful post 16 transition and progression. This will be supported by a range of internal and external professionals including the Local Enterprise Advisor network (LEAN) and whole school academic mentoring for Yr. 11 learners.	1, 4, 6, 7, 8
Purchase, delivery Q&A of Emotional intelligence resources	We have seen internally that where learners are better able to access support and regulate emotions using a variety of introduced strategies, these are increasingly able to remain engaged in learning activities. Behaviour interventions including counselling, mentoring. The EEF Toolkit suggests that targeted interventions matched to specific students' needs or behavioural issues can be effective, especially for older pupils	1, 6, 7

Uniform	Uniform provided for PP pupils to meet school expectations and raise aspirations	4, 6, 8
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.	1

Total budgeted cost: £ 28,224

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 6 qualifications at GCSE/Level 1 equivalent in addition to NCFE & BTEC qualifications.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

Despite a fall in the number of GCSE passes overall, largely affected by a smaller cohort number and increased number of PNAS, PP learners still performed strongly with 50% achieving 5 or more GCSE passes (1-9). We think this is a good result given that many of our PP learners are amongst our most complex and fall into multiple categories of need requiring multiple forms of interventions from internal and external services. 83% (10/11) of the last Yr 11 cohort fell within the PP cohort for 2021-2022.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are however we believe the legacy of Covid severely impacted our learners who arrived with historical attendance issues and we will need to review and amplify activities in this particular area.

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.

We provide learners with 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 mealtimes in our school canteen to create a sense of community. We also understand and recognise that young people cannot learn if basic needs are not met.

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
- Supplementing the NTP to deliver tutoring to learners in English, Maths and Science.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

- To further support our PP strategy, we are looking to introduce the BLOOM programme. Bloom is the largest FREE UK-wide programme for 14–18-year-olds supporting mental health resilience. Bloom equips young people with the tools and knowledge to maintain their mental health through life's transitions, both now and in the future.
Staff are trained to continue delivering the Bloom programme, thereby leaving a legacy that supports and empowers many more young people in the future.
- We are also following DfE guidance seeking to develop our own internal Mental Health Lead Practitioner.