# Pupil premium strategy statement

## This statement details our school’s planned use of pupil premium funding for the 2024/25 to 2026/27 academic years 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

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| Detail | Data |
| School name | Ormiston Latimer Academy |
| Number of pupils in school | 55 |
| Proportion (%) of pupil premium eligible pupils | Average 70 – 80% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25 to |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | Dan Cundy |
| Pupil premium lead | Grant Monaghan |
| Governor / Trustee lead | Hilary Shaw |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £40,910 |
| 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 | £40,910 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our purpose is to create a safe environment with substantial pastoral support to enable access to services and accreditation to some of the most vulnerable children in society. This includes heavily invested support to improve literacy and social skills that will in effect improve life chances of our pupils.  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.  Many have poor physical and mental health, as well as other localised issues, 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 development, we have invested in a library, a whole school reading intervention programme (Lexonic) as well as additional staff to help deliver the sessions and provide in class support.  We continue to develop our work with outside agencies such as NHS practitioners, Educational Psychologists and CAMHS, Future Men and St Giles Trust to address behavioural, physical and mental health needs, as well as community issues that are specific to our learners’ contexts.  A lot of our pupils come from a background of disadvantage, trauma, and substantial educational gaps (even after the Covid Context). The priority is ensuring that they are safe, have their physical and emotional barriers to learning broken down to allow them to learn effectively. We offer free breakfast, lunch and breaktime snacks and fruit to all our pupils. Staff have been trained on the Lexonic and Lexonic Leap Literacy Programme to support with improving reading and comprehension.  Improving literacy is key for accessing education and gaining accreditation that will allow sustained progression to Post-16 Education and Employment. The aim to ensure that pupils make sustained progress across attendance, behaviour, literacy, social and academic skills that will enable to have improved outcomes at the end of KS4 and beyond.  Enrichment activities have the potential to raise aspiration and in turn raise intrinsic motivation for pupils. Whether is be accessing more sporting activities or trips or external agency working to deliver creative sessions, pupils need to be exposed to cultural capital and ideas about their place and role in society. |

## 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 | Resources  Access to basic food and clothing resources is an essential aspect to working with disadvantaged communities. Families who receive one or more benefits will benefit from ensuring that at school children are receiving at least one hot nutritious meal a day. These aspects (e.g., uniform learning equipment and nutritious food) act as barriers to children attending school, which in turn affects children s’ ability to perform at school and achieve good outcomes. |
| 2 | Social and emotional mental health needs. Behaviour acts as a barrier to attendance and progress (and therefore attainment at school), · Meeting individual needs and addressing barriers to learning raise the potential for disadvantaged by meeting need and working to develop strategies to manage behaviour challenges which are as a result of SEMH · Building positive relationships and exploring and developing strategies to workout challenges they may face in the school setting support the school community to work cohesively |
| 3 | A lot of pupils have unidentified learning needs.  Raising levels of literacy. Training more staff to deliver 1:1 interventions and identifying need and capacity early on. Comprehensive induction testing and assessment throughout schooling to ensure staff are aware of literacy and cognitive needs of pupils. Whole school approach and |
| 4 | Attendance is low in AP context due to the challenges already described. Attendance is partially low due to punctuality issues and this is also key area of improvement. |
| 5 | Lack of enrichment experiences.  Where children have a more disadvantaged home life it is likely there will be less resources for them to be exposed to a broad range of experiences outside of school. This often limits children’s opportunities to be broadened within their school setting. · Cultural capital through enrichment experiences offers PP children a new world of learning which in turn affects their access to wonder and aspiration |

## 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 |
| Improved wellbeing and health | Removing physical barriers to learning  Improving attitude and attendance. |
| Improved literacy | 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 |
| Improve access and support to post -16 | Investment in sessions and activities to allow pupils to engage in different career pathways and courses. Curriculum planning and delivery to include external organisations. Reduction in NEET numbers at end of KS4 and during further data drops. |

## 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:

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ £15,910

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional in-class support (TA) and Lexonic Programme | In class support for embedded literacy lesson KS3  Half lesson whole class and half 1:1 delivered by Lexonic trained specialist | 2 and 3 |
| Additional capacity for mentoring (TA) | Mentoring 1:1 and sessions to include games-based learning resources to improve social communication skills | 2 |

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

Budgeted cost: £ 25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enrichment:  boxing, football, rock climbing, jewellery making, arts and crafts, trips, dance, music.  Careers and NEET enrichment programmes. | Cultural capital experiences enhance children’s wonder awe and aspirations thereby engaging them further with education and life chances post 16 | 5 |
| Breakfast club and lunch | Disadvantaged families are supported through being provided with essentials which support children to feel part of the school community. Hot and nutritious food being offered throughout the school day ensures all are provided with enough sustenance to learn | 1 and 2 |

**Total budgeted cost: £40,910**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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| Over the course of the 2023/24 academic year, the pupil premium funding was used effectively to provide targeted academic support and embed wider strategies to encourage pupils’ engagement in school.  The targeted academic support focused on the following two activities:   * Additional in-class support (TA) and Lexonic Programme * Additional capacity for mentoring (TA)   The additional in-class support contributed to an 8% increase from 75% in 2022/23 to 83% of pupils in 2023/24 achieving at least 1 GCSE grade 1 - 9 or equivalent.  Equally, the additional support contributed to an increase in the number of GCSE passes per pupil from 3.6 to 4.2, when comparing 2022/23 and 2023/24 outcomes.  The additional capacity for mentoring was used effectively to support young people who had received a number of fixed-term suspensions (FTS) over the course of the autumn term 2023/24 to successfully re-engage with education. This ensured that our Year 11 pupils were able to secure positive outcomes and move on successful to the next steps of their educational journey.  The second part of our Pupil premium strategy focused on ensuring the pupils had access to:   * Enrichment activities (including CIAEG) * Breakfast and lunch   The impact of these activities were far-ranging and were difficult to quantify in some instances. However, an analysis of NEET data in 2023/24 highlights that:   * 83% of pupils in Year 11 had a confirmed EET destination in 2023/24. An increase of 37% when compared to 2022/23. |

## 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 |
| Mentoring | Future Men |
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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 |