

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ormiston Shelfield Community Academy
Number of pupils in school	1371 (7-13)
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Michael Riley (Principal)
Pupil premium lead	Jamie O'Keefe
Governor / Trustee lead	Helen Chadwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£586,328
Recovery premium funding allocation this academic year	£156,906
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	£743,234

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (Disadvantaged) strategy is designed to take into account the community we serve and the barriers they face. All actions are designed to give our disadvantaged students at least the same level of opportunities as their non-disadvantaged peers through our core drivers; outcomes, values and choices. At Ormiston Sheffield Community Academy we are committed to ensuring maximum progress for all students.

Challenges

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

Challenge number	Detail of challenge
1	Low Levels Of Literacy And Oracy
2	Low Levels Of Social/Emotional Skills And Cultural Capital
3	Low Levels Of Aspiration
4	Accessing The Curriculum

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
Positive outcomes for disadvantaged students inclusive of educational success and positive destinations.	Performance is at least in line with the national average.
Improve literacy so that students can access the curriculum by supporting and encouraging reading/writing.	To improve the literacy (both reading and writing) through the embedding of initiatives which include: <ul style="list-style-type: none">• No More marking• Accelerated Reader• Ruth Miskin• Lexonics

<p>Improve attendance levels & reduce suspensions.</p>	<p>Students eligible for PP will achieve, or exceed, attendance percentages in line with national average.</p> <p>Disadvantaged student attendance is to be in-line with their non-disadvantaged peers.</p> <p>Strategies implemented will reduce FTE against 2019 baseline (pre-pandemic).</p>
<p>Provide meaningful support for students' emotional and mental health</p>	<p>Students access support and student voice/questionnaire data demonstrates its positive influence. The academy will work with the reflections team as part of offering 'light CAMHS' services to disadvantaged students in the academy. The academy will retain the paid services of an on-site counsellor.</p>
<p>Develop opportunities for enhancing students' cultural capital through enrichment opportunities</p>	<p>Financial restraint is not to become a barrier to disadvantaged participation in enrichment opportunities. Significant subsidisation to be applied to all external trips for disadvantaged students, notably: PGL (x3 day residential, Y7), Spain Trip (x5 day abroad trip, Y10). An increase in disadvantaged students accessing enrichment opportunities with broadening of available opportunities, for the academic year 23/24, the intention is to have over 95% disadvantaged students involved in extra-curricular/enrichment programmes offered by the academy each day. Qualitative data from student voice to evidence a significant increase in participation.</p>

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: £305,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructure Of Pastoral Team With Emphasis On Classroom Consistency	<p><u>EEF</u> The main area for improvement when addressing behaviour is most often consistency. Consistency and coherence at a whole-school level are paramount.</p> <p>Restructured pastoral team with realigned roles and responsibilities to support the most challenging students in the academy. Targeted intervention to be implemented for 'high tariff students' to pre-empt classroom challenges.</p>	2, 3
Continued Development Of The Sheffield Teaching and Learning Blueprint With A Focus On Robust QA	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. (DfE)</p> <p><u>EEF High quality teaching</u> High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1

<p>A comprehensive programme of CPD opportunities including support staff alongside teaching/leadership.</p>	<p><u>EEF:</u> Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap significantly. Staff research projects to focus on academy priorities and to evaluate and share effective practice. Over 85% staff to be involved in some form of CPD, i.e. NPQS, mentoring programmes etc.</p>	<p>1, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 275,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of tutoring & development of student study skills.</p>	<p>EEF: Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p>	<p>1, 3</p>
<p>Continuation and further refinement of the Lexonic Programme including appointing a Lexonic lead.</p>	<p>Evidence to suggest that the Lexonic literacy intervention programme develops essential literacy skills and improves reading ages. The academy continues to see significant growth in student reading ages because of the Lexonic programme.</p>	<p>1</p>
<p>Continued development of the Scholar's Programme (The Brilliant Club)</p>	<p><i>The Scholar's Programme independent impact report.</i> Over the last four years, UCAS analysed the destination data of more than 1,900 pupils who completed The Scholars Programme in Year 9, Year 10 or Year 12 between 2015 and 2018. Of this group, 67% applied, 63% received an offer and 45% progressed to a highly selective university.</p>	<p>3</p>

Targeted emotional, social and behaviour intervention using a range of external partnerships including; MTMA, Lead My Ship & Reflections.	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018). The academy recognises the need to engage with external partnerships to support and intervene with learners at risk of suspension/permanent exclusion. The academy will continue to develop these partnerships and build upon groundwork started in the academic year 22/23.	3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 163,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of The Writing Revolution and No More Marking strategies to improve writing.	TWR's method helps to alleviate this burden on working memory—or “cognitive load”—in at least three ways: 1. Writing instruction begins at the sentence level 2. Repeated practice with writing conventions 3. With longer writing, the kind of logical, linear outlines that TWR teaches students to create enable them to organise their thoughts before writing and provide them with a clear map during the writing process. Students don't have to rely on working memory to stay on track, and avoid repetition (Evidence supporting the writing revolution)	1, 3, 4
Access to Careers Adviser/Aspirations Leader in school for one-to-one personalised career's meetings throughout	<u>DFE</u> Disadvantaged pupils were less likely to have a sustained destination (89%) than all other pupils (96%)	3

<p>the academic year including specific focus on disadvantaged students and those with reduced aspiration.</p>	<p>Provide access to a high-quality careers programme to support students in their next step.</p>	
<p>Continuation of 'the girls on board' programme and be part of the pilot study.</p>	<p>The girls on board programme delivers live sessions that bring girls together to explore key principles around friendship dynamics and challenges. The girls on board programme enables girls to resolve issues effectively and minimises the impact of conflict. Ormiston Sheffield has agreed to be a part of the pilot study during the academic year 23/24.</p>	<p>2</p>

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.

Lexonics Programme

Considerable progress continues to be made through the implementation of the Lexonics programme. Year 7 and 8 disadvantaged students made on average a 23 month gain in their reading age as a direct result of the implementation of the Lexonics programme. The academy continues to invest in Lexonics as a literacy strategy and have hired a full time member of staff to lead on this initiative.

Scholars Programme

All students who were part of 'The Scholar's programme' (24-HPA disadvantaged students) achieved either on-target or above target in every one of their subjects at the end of the academic year 22/23.

Broadening Experiences Of Disadvantaged Students With 50% Subsidisation

- PGL Residential
- Theatre
- Subject Specific Trips
- Spain Trip

A-Level & Level Three Results For Disadvantaged Students

Average grade increase from D+ to B- for A-Level.

	Cohort Size				A Level APS		Applied General APS			
	2018	2019	2020 CAG	2021 TAG	2022 Results	2023 Results	2022 Results	2023 Results	2022 Results	2023 Results
Disadvantaged pupils	6	36	21	29	24	24	33.18	35.45	32.52	37.36