

# Pupil Premium Strategy Statement 2024-2025 – Ormiston Sheffield Community Academy

This statement details our school’s use of pupil 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	1446
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers.	2024-2025 <i>(Start Of A New 3 Year Plan)</i>
Date this statement was published	Nov 24
Date on which it will be reviewed	September 25
Statement authorised by	Michael Riley (Principal)
Pupil premium lead	Jamie O’Keefe
Governor / Trustee lead	David Reynolds

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 580,079
Recovery PP Funding	£155,310
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£735,389

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Ormiston Sheffield Community Academy aims to provide an excellent education to all students regardless of their circumstance and background. The academy has a significant intake of students who are considered disadvantaged with 42% (609 students) across the academy's population, the academy recognises this as a challenge and not an excuse. All academy 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. We are committed to ensuring that all pupils experience equal opportunities by deconstructing barriers that hinder student progress. Our Pupil Premium strategy outlines a wide variety of actions and strategies which address our ultimate objectives.

### **Ultimate Objectives**

- *To narrow the attainment gap between our disadvantaged and non-disadvantaged students.*
- *To narrow the disparity in behavioural outcomes between disadvantaged and non-disadvantaged students.*
- *To close the attendance gap between disadvantaged and non-disadvantaged students.*
- *To close the gap in literacy and numeracy levels between disadvantaged and non-disadvantaged students.*
- *To provide disadvantaged students with cultural capital experiences that enhance their learning and raise aspiration.*

## Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation.
2	Low levels of literacy, oracy & numeracy at the beginning of key stage three which contribute to significant challenges with access to the curriculum.
3	Poor attendance, punctuality & mental health due to the Covid-19 pandemic.
4	Significant & frequent behaviour incidents coupled with low self-esteem and career aspirations.

## 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
To increase the attainment of disadvantaged pupils.	Achieve a narrowing of the attainment 8 gap between disadvantaged and non-disadvantaged pupils. Evidence of an increase in the attainment 8 score when compared to the disadvantaged cohort from the previous academic year.
To narrow the literacy and numeracy gap amongst disadvantaged pupils, primarily focusing on key stage three.	Tracking and analysis of Lexonik data. Feedback via staff and pupil surveys to indicate a strong emphasis on securing foundations in literacy and numeracy.
To improve and sustain attendance for disadvantaged pupils.	Focused and targeted support, prioritising interventions for disadvantaged pupils. Prompt analysis of morning registers to challenge parents. Statistical analysis and comparison of disadvantaged and non-disadvantaged pupils term-by-term with involvement from a range of stakeholders.
To ensure that all students display emotionally healthy, resilient and positive behaviours.	Reduction in behaviour incidents amongst the most challenging disadvantaged students using a staged behaviour model. Positive feedback and results from staff and pupils using the 'strengthening minds' intervention package.

To provide a wealth of enrichment opportunities that motivate and inspire pupils to achieve their potential and raise aspiration.	Pupil & parent voice indicating strong reflections on CEIAG. Over 90% of disadvantaged pupils to be involved in extracurricular/enrichment programmes offered by the academy each day. 100% of disadvantaged students to be offered the opportunity to attend at least one educational off-site event.
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## Activity In This Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 302,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first teacher instruction focusing on the application of cognitive science principles alongside the implementation of StepLab as a mechanism to foster a coaching culture.</i>	“Research tells us that high quality teaching can narrow the disadvantage gap.” (Teaching and Learning Toolkit, 2021). The EEF states that cognitive science-based strategies can have a high impact on learning when applied effectively, with around 5+ months of additional progress made.	1, 2, 4.
<i>Significant expansion of the pastoral team with realigned roles and responsibilities to support the most challenging students in the academy (PSU).</i>	The EEF provides evidence that behaviour interventions can have a moderate to high impact on pupil outcomes. Targeted interventions can lead to an average of 3+ months additional progress.	1, 4.
<i>Investment and retention of teaching staff by ensuring that leadership opportunities are filled by the most competent members of staff.</i>	The EEF clearly outline that staff quality is a key driver in student achievement and investing in staff development is essential for improving educational outcomes. The EEF draw clear links between effective leadership and student outcomes.	1, 2, 3, 4.
<i>Teacher training to enhance subject knowledge and understanding through external partnerships.</i>	The EEF emphasises that explicit teaching of subject-specific knowledge has a significant impact on student learning. The EEF estimates that well-structured, teacher-led instruction in key concepts and skills can lead to +5 months of additional progress.	1, 2.

## Targeted Academic Support (For Example, Tutoring, One-To-One Support, Structured Interventions)

Budgeted cost: £272,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Facilitation of effective academic KS4 tutoring and intervention.</i>	<p>EEF: Evidence suggests the use of 'meta-cognition and self-regulation strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well, having the biggest impact of any intervention on disadvantaged pupils.</p> <p>EEF Teaching &amp; Learning Toolkit: Extended school time (+ 3 months)</p>	1, 2.
<i>Implementation of a range of online education platforms, (GCSE Pod, Dr Frost Maths, Seneca).</i>	The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.	1, 2.
<i>Focused literacy intervention using Lexonic and encouragement of a love of reading &amp; books.</i>	<p>The EEF indicates that reading comprehension strategies are highly effective and supported extensively with evidence.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text as evidenced by the EEF.</p>	1, 2.
<i>The Scholar's Programme. (The Brilliant Club)</i>	The Scholar's Programme independent impact report. 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.	4.
<i>Implementation and analysis of GL standardised assessments as a tool to</i>	The EEF indicate that standardised tests can provide reliable insights that can then enable the identification of a suitable intervention.	2.

<i>further identify specific interventions for pupils.</i>		
<i>Embed specific support for disadvantaged SEN pupils by implementing ELSA provision and providing access to a supportive environment.</i>	EEF guidance on special educational needs in mainstream schools, summary of recommendations.	1, 2.
<i>Targeted emotional, social and behaviour intervention using the package 'Strengthening Minds.'</i>	The EEF indicate that SEL(social and emotional learning) interventions have a moderate impact (+4 months) on academic outcomes.	3, 4.
<i>Professional &amp; dedicated CEIAG support from an on-site careers advisor.</i>	The EEF underscores the role of non-academic barriers, such as low aspirations or lack of information about future opportunities, in perpetuating disadvantage. The careers lead will prioritise career guidance interviews for all disadvantaged and vulnerable students in years 10, 11, 12 and 13. Implementation of Unifrog will further support pupils by providing comprehensive information on post-16 and post-18 pathways.	1, 4.

## Wider Strategies (For Example, Related To Attendance, Behaviour, Wellbeing)

Budgeted cost: £161,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding the strategies behind 'The Writing Revolution' &amp; 'No More Marking' to improve writing.</i>	Research from the Institute for Education and New York City Department of Education supports that TWR improves sentence-level writing and enhances writing skills in disadvantaged students across subjects.	1, 2.
<i>Partnerships &amp; agreements with external counsellors and agencies for pupils struggling with mental health coupled with a permanent on-site counsellor.</i>	EIF (Early Intervention Foundation) have reported that cognitive behavioural therapy interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.  This intervention contributes to the "Raising aspirations" strand of the EEF toolkit.	1, 3, 4.
<i>External speakers, organised via the head of sixth form and PSHE lead.</i>	The EEF rates the impact of 'aspiration interventions' as unclear but the plethora of external speakers provide our disadvantaged pupils with significant opportunities that they would otherwise be without.	1, 4.
<i>Subsidisation of extra-curricular opportunities, including music tuition.</i>	The EEF outlines that extra-curricular activities, including sports, arts, drama, music, and other non-academic experiences can have a moderate impact on student outcomes, +2 to +3 months of additional progress.	1.
<i>Surplus uniform and sports kit.</i>	The EEF indicate that uniform has minimal impact on progress, although the academy continues to ensure that all students are able to collect uniform as necessary to embed a feeling of belonging as evidenced by O. Eastwood.	1, 3, 4.

**Total Budgeted Cost: £735,000**

## Part B: Review Of The Previous Academic Year

### Outcomes For Disadvantaged Pupils

#### Overview

The academic year 2023/2024 was the final year of the academy's three year pupil premium strategy plan.

#### Progress 8

The provisional progress 8 score for the academic year 2023/2024 was: -0.57 and the progress score for disadvantaged students was -0.75. The gap between disadvantaged pupils and their peers was -0.3. The percentage of disadvantaged students achieving grades five to nine in both Maths & English was 10.9% compared to 30.7% for non-disadvantaged. The percentage of disadvantaged students achieving grades four to nine in both Maths & English was 42.4% compared to 66% for non-disadvantaged.

#### 2023-2024 Challenges Breakdown

##### 1. Low Levels Of Literacy & Oracy

The academy continues to make significant progress at key stage three with students on the Lexonik programme. A snapshot of the data from pupils in year eleven (first year of implementation) is listed below for reference. There is clear evidence to support that those who did the Lexonik programme benefited from the personalised tuition given.

	PROGRESS 8	
	Lexonik	No Lexonik
OVERALL	-0.15	-0.58
MALE	-0.34	-0.67
FEMALE	0.05	-0.47
DISADVANTAGED	-0.38	-0.72
NON DISADVANTAGED	-0.04	-0.48

##### 2. Low Levels Of Social/Emotional Skills And Cultural Capital & Low Levels Of Aspiration

The academy recognises the significant challenge in changing the mind-set of disadvantaged students in our local community. PASS data clearly outlines that students have a relatively low self-worth which hinders their day to day belief that they can achieve success. Statistical analysis undertaken by the academy indicates that pupil behaviour, mental health and wellbeing was significantly impacted due to the Covid-19 pandemic.



### 3. Accessing The Curriculum

The academy made substantial amendments to the curriculum in an attempt to ensure that it is ambitious and appropriate for all students. The academy recognises that there is a substantial percentage of SEN pupils (364 pupils, 25% of entire cohort) and that an alignment around curriculum is essential. Over the course of the next three academic years (in-line with the new strategy plan) further evidence will become available to judge the impact.

#### **Post Sixteen**

Ormiston Sheffield Community Academy continues to excel at post sixteen, evidenced by the strongest performance data in the trust.

ACADEMY	REGION	2024 RESULTS - AVERAGE GRADES							
		ALL PUPILS				DISADVANTAGED PUPILS			
		A Level	Academic	Applied	Tech	A Level	Academic	Applied	Tech
Ormiston Sheffield Community Academy	West	B-	B-	Dist		C	C	Dist	

#### **Year 13 Destination Data**

Y13 DESTINATIONS	SCHOOL LEAVERS	
	NUMBERS	PERCENTAGE
Post 18 – University (Higher Education)	40	68%
Post 18 – Further Education	0	0%
<b>Total Continued Learning in Full Time Education</b>	<b>40</b>	<b>68%</b>
Post 18 – Apprenticeship	10	17%
<b>Total Continued Learning in the Labour Market</b>	<b>10</b>	<b>17%</b>
Employed	8	14%
<b>Total in Employment</b>	<b>8</b>	<b>14%</b>
Other	1	2%
Gap Year	0	0%
<b>Total Others</b>	<b>1</b>	<b>0%</b>
<b>Grand Total</b>	<b>59</b>	
<b>Movement into Education, Apprenticeship or Learning</b>	<b>59</b>	<b>100%</b>

*Note: Accurate as of 15/09/2023*

#### **Externally Provided Programmes**

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

Programme	Provider
N.A	