

Pupil Premium Strategy Statement 2025 – 2026 – 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	1435
Proportion (%) of pupil premium eligible pupils	41% (584)
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 (2 ND Year Of 3 Year Plan)
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
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	£632,301
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£632,301

Part A: Pupil premium strategy plan

Statement of intent

Ormiston Shelfield Community Academy is committed to providing an excellent and academic education for every student regardless of background or circumstance. The academy has a significant intake of students who are considered disadvantaged with 41% (584 students) across the academy's population. The national average for P.P is 28.1%.

We treat disadvantage as a challenge to be overcome, not an excuse and design all academy actions to ensure our disadvantaged pupils have at least the same opportunities, experiences and outcomes as their peers. Our approach is driven by three core priorities: outcomes (rigorous curriculum and quality-first teaching), values (behaviour curriculum) and choices (robust personal development programme).

At Ormiston Shelfield we expect all staff to share responsibility for the progress of our disadvantaged pupils and we partner with families and external agencies to provide support where needed. Academy leaders believe in high expectations for behaviour, strong routines, explicit teaching of literacy and sustained opportunities to enrich student's experience of secondary school. The ultimate aim for our academy is that disadvantaged pupils achieve outcomes, attendance and personal development in line with their non-disadvantaged peers.

Ultimate Objectives

- Narrow the attainment gap between disadvantaged and non-disadvantaged students.
- Reduce disparities in behavioural outcomes between disadvantaged and non-disadvantaged students.
- Close the attendance gap between disadvantaged and non-disadvantaged students.
- Close gaps in literacy and numeracy between disadvantaged and non-disadvantaged students.
- Ensure disadvantaged students access cultural capital experiences that enhance 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	Low reading and literacy attainment on entry to secondary which contribute to significant challenges with access to the curriculum.
2	Poor attendance, punctuality and higher rates of persistent absence.
3	Frequency of behaviour incidents, suspensions and significant increase in SEN.
4	Lower cultural capital, aspiration and limited understanding of post-16 pathways.
5	Financial barriers to accessing enrichment and curriculum materials

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
Increase the attainment of disadvantaged pupils. The intention being that disadvantaged pupils make sustained and accelerated progress across the curriculum so that the attainment gap with their non-disadvantaged peers is substantially reduced.	Evidence of an increase in attainment 8 for disadvantaged pupils compared with the previous academic year (at the end of the three-year plan). Internal assessment and tracking documentation show year-on-year narrowing of the gap between disadvantaged and non-disadvantaged cohorts in core subjects. Departmental reviews lead by the teaching & learning team demonstrate consistently strong progress for targeted disadvantaged groups, to be noted in final subject reports.
Narrow the literacy gap with a focus on early identification in key Stage three.	Tracking and analysis of Lexonik, (relevant reading age assessments, phonics leap/flex) evidence year-on-year improvement for disadvantaged pupils
Improve and sustain attendance for disadvantaged pupils.	Termly attendance analysis shows an upward trend in disadvantaged attendance and a narrowing of the gap. First day absence calls (prioritised) reduce unexplained absence and lead to fewer instances of persistent absence among disadvantaged pupils.

	External agency involvement is documented and evidenced that results in improved attendance outcomes for the academy.
Disadvantaged pupils develop the behavioural skills necessary to engage consistently in learning.	Reduction in suspensions and internal exclusions for the most challenging disadvantaged pupils through the academy's 'staged approach.' Participation in the 'strengthening minds' intervention correlates with improved behaviour & wellbeing (analysis of behaviour data.) Staff and pupil feedback report improved classroom behaviour as a direct result of the implementation of the behaviour curriculum & academy's 'staged approach.'
Disadvantaged pupils experience a broad programme of personal development including cultural enrichment and careers activities that build cultural capital and raise post-16 aspirations.	Evidently positive audit/evaluation of CEIAG and enrichment provision undertaken by leaders of careers/personal development. Increased participation by disadvantaged pupils during extracurricular and enrichment programmes. All disadvantaged pupils are offered and recorded as having the opportunity to attend at least one educational off-site event during the academic year.

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: £221,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and deepen quality first teaching with StepLab and instructional coaching. Thoroughly embed a structured instructional coaching programme which includes academy trained coaches who focus on coaching conversations, lesson rehearsals and implementation.	EEF guidance clearly indicates that high quality teaching has the largest impact on disadvantaged pupils; coaching and deliberate practice improve teacher instruction and consistency: EEF guidance on High-quality teaching.	1, 2, 4
Explicit disciplinary literacy and vocabulary CPD across the academy delivered through a whole school programme. Additionally, phonics foundations to be delivered through Lexonik, (prioritisation for disadvantaged students).	The EEF outlines that phonics has high impact for low cost whilst mastery and fluency approaches (academy to use Sparx reader) support rapid catch up for disadvantaged pupils. Studies from the EEF have shown up to +6 months gains for disadvantaged pupils through low-cost literacy strategies.	1, 5
Targeted retention incentives and clear career pathways (including providing relevant training/CPD opportunities) to keep the academy's most impactful teachers in core subject areas.	Evidence from the EEF illustrate that teacher quality and stability has the highest impact on pupil outcomes.	1, 2, 3, 4
Improved monitoring and evaluation of the performance of disadvantaged pupils by strengthening outcome accountability through line management.	The EEF emphasises the importance of monitoring to ensure interventions deliver intended gains. Rapid evaluation is an essential element for maintaining impact.	1, 2, 3, 4

Implementation of targeted raising achievement meetings (core subjects) focused on rapidly intervening where impact is not evidenced.		
Appoint a dedicated rewards lead to design, run and evaluate a consistent, school-wide rewards system that recognises attendance, effort, progress and positive behaviour for disadvantaged pupils.	The EEF's improving behaviour in schools guidance highlights that consistent behaviour systems, including positive reinforcement and whole-school recognition can result in improved classroom behaviour and academy climate.	2, 3, 4

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

Budgeted cost: £151,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the academy's approach to homework through taught routines and supported study spaces for disadvantaged pupils. Staff the academy's computer suite across three days a week to provide a hub for studying.	Clear evidence from the EEF indicates that homework has measurable impact when tasks are well designed. In addition, supervised study spaces compensate for unequal home environments.	1, 3, 5
Whole school implementation of software packages (Sparx) in English, Maths & Science. Licences purchased for all year groups with intensive focus on KS4. KS4 pupil to be set personalised weekly tasks that are bespoke to curriculum sequences and reflective of assessment driven question level analysis (QLA).	The EEF evidence on homework outlines that the greatest impact occurs when digital tools are embedded within a coherent teaching and feedback cycle. The advantage of using Sparx is that it can be precisely linked to QLA which can be targeted for those with the lowest attainment.	1, 4, 5

Structured small-group intervention after school. The intention and focus being on targeting disadvantaged pupils who are underperforming academically.	The National Tutoring Programme report positive impact when schools integrated tutoring.	4, 5
Implementation of ELSA (emotional literacy support assistant.) The intention being to provide 6-12 weeks of focused and targeted support for disadvantaged pupils to better access classroom learning and routines by teaching them practical skills including emotional regulation, problem solving, coping strategies.	ELSA was developed by educational psychologists and they provide staff with specialist training to deliver short-term interventions that have substantial impact on pupils (particularly disadvantaged and with SEMH concerns.)	2, 3, 4

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

Budgeted cost: £260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Non-teaching assistant principal role focused purely on attendance & safeguarding and a new attendance officer strengthening the approach to absent students. Morning first day absence call analysis, rapid parental contact, attendance co-ordination with local services.	Case studies from similar size academy trusts evidence that a dedicated attendance officer using graduated interventions can reduce persistence absence for disadvantaged pupils (EEF/DFE Guidance).	2, 4
Breakfast club specifically aimed at KS4 with targeted aim on disadvantaged students to create a consistent morning routine and provide a relational gateway into the school day that drives attendance and ambition. Food to be freely available for all students.	The EEF found that breakfast clubs in primary schools produced the equivalent of around two months' additional progress in reading, writing and maths and improved concentration and behaviour (this could be mirrored within a secondary context.)	1, 2, 4, 5

Further refinement and development of the academy's KS3 internal pupil support unit to provide flexible extraction for disadvantaged pupils. Three specialist practitioners will provide immediate short-term extraction for the academy's most challenging disadvantaged students in an attempt to precisely target barriers to learners.	There is evidence from the EEF to support that targeted small group tuition and diagnostic assessments can support the identification of precise learning needs.	1, 2, 3, 4, 5
Targeted SEMH support through external MHST sessions and the academy's on-site mental health counsellor, coupled with a staffed SEND-Access-Base for our most vulnerable and disadvantaged pupils.	Targeted SEMH support reduces exclusions, supports wellbeing and enables learning. There is clear evidence from similar size trusts that indicate improvements to disadvantaged pupil's attendance and behaviour.	2, 3
Subsidised enrichment entitlement for disadvantaged pupils. The intention being at least one of the following is available to all disadvantaged pupils at either a reduced cost or free, (residential, off-site educational visit, peripatetic music, sports event, higher education/careers visits.)	The 'London effect' study found that exposure to aspirational experiences is a feature of schools that successfully raise outcomes for disadvantaged pupils. Additionally, the EEF rates arts participation as a moderate impact approach (+3 months on average).	4, 5

Total budgeted cost: £260,000, 221,000, 151,000

Part B: Review of the previous academic year

Outcomes For Disadvantaged Pupils

Overview

The academic year 2024/2025 was the first year in the academy's new three-year pupil premium strategy plan.

Outcomes

Key Stage 4 – Year 11 Results August 2025

	<i>Basics 4+ (All)</i>	<i>Basics 4+ (P.P)</i>	<i>Basics 5+ (All)</i>	<i>Basics 5+ (P.P)</i>	<i>A8</i>
<i>Results 2025</i>	47%	32%	25.4%	17%	38.56
<i>Forecast 2025</i>	49.6%		28.4%		39.59
<i>Results 2024</i>	57%		23%		40.38

The academy recognises that there is still a considerable amount of work to narrow the gap between disadvantaged pupil outcomes.

Key Stage 5 – Year 13 Results August 2025

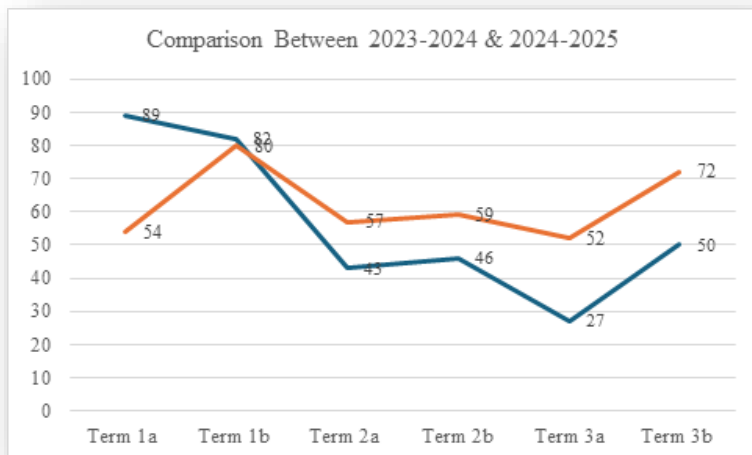
Key Measure	2024/5	2023/4	OAT
Overall APS	32.15	35.71	30.78
Overall VA	0.43	0.35	0.16
A Level APS	31.76	35.86	31.35
A Level VA	0.33	0.37	0.17
Applied APS	32.56	35.63	29.99
Applied VA	0.47	0.37	0.18

	2024/5	2023/4	OAT
A Level Average Grade	C+	B-	C=
Applied Average Grade	Dist -	Dist -	Merit +

- Average grade for disadvantaged pupils: C
- 22 Students included in L3 overall value added (22).
- A-Level Average grade for disadvantaged: D+
- A-Level VA for disadvantaged: -0.16

Reduced Suspensions

Compared to the academic year 2023/2024 there was a 9% reduction in suspensions and a notable improvement in the suspension rate, decreasing from 27.64 in 2023/2024 to 23.81 in 2024/2025.



Destinations

Ket Stage 4 – Intended Destinations:

Provider	Count	%
Sixth Form	56	24.2%
Education elsewhere	148	64.1%
Training	5	2.2%
Apprenticeship	14	6.1%
Employment	3	1.3%
No Offer so far	6	2.6%

Key Stage 5 – Intended Destinations:

Intended Destination	79	
Apprenticeship	2	3%
Employment	14	18%
FE College	0	0%
Gap Year	3	4%
Other	18	23%
University	42	53%

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	