

Pupil premium strategy statement 2023-2024

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 Victory Academy
Number of pupils in school	Year 7-11 (1248 October 23 census data) Sixth Form 12 and 13 (187 October 23 census data)
Proportion (%) of pupil premium eligible pupils	24.9% (Year 7 to 11) 311 eligible students (data collected October 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022- 2023, 2023-2024, 2024- 2025,
Date this statement was published	January 2024
Date on which it will be reviewed	December 2023
Statement authorised by	Naomi Palmer, Principal
Pupil premium lead	Amanda Hazell
Governor / Trustee lead	Farida Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,103
Recovery premium funding allocation this academic year	£91,494 (£276 per PP Student)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£434,597

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Part A: Pupil premium strategy plan

Statement of intent

It is the ethos here at Ormiston Victory Academy, that all students, regardless of their socio-economic background, should have the chance to thrive and flourish both academically and personally within our academy.

We understand that a child is more likely to achieve and make good progress if the barriers they face are minimised and our aim is to do this for our students. We believe that providing students with a multitude of different experiences such as enrichment, cultural and academic support will enable our students to develop further and will improve the social mobility opportunities for our disadvantaged students.

We understand that needs and costs will differ depending on the barriers to learning being addressed. We do not allocate personal budgets per student in receipt of the Pupil Premium Grant. Informed by the barriers to be addressed and the interventions and support required (fed by research such as the EEF), whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

It is crucially important that we offer our pupil premium students these opportunities, because ultimately, the more progress and higher attainment they gain, the better life changes and opportunities they have.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment and progress is lower for PP children vs then their non PP peers
2	Academic attainment and progress is lower when combined with SEND and PP
3	Academic attainment and progress is lower when combined with boys and PP vs their non PP piers
4	PP children less actively engage in home learning in comparison to their non PP peers

5	Retention of knowledge when preparing for written examinations and extended writing can be more challenging for PP students
6	Attendance of PP children vs their peers is lower
7	Lower amount of parental engagement from families with PP children compared to non PP families

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 outcomes for PP in both their progress and attainment	The gap in attainment and progress will steadily decrease between PP and non PP students over the next three years with the aim to get to no gap to be present with all pupils achieving at least expected progress and attainment in-line with national outcomes at KS4/5
SEND PP outcomes to improve for progress and attainment	GCSE outcomes for SEND students shall continue to improve with the gap between PP SEND and non PP SEND to steadily decrease over three years with the aim for no gap to be present
PP boys outcomes for both attainment and progress to improve	GCSE outcomes for PP boys to steadily increase and the gap to decrease over the three years to no gap
Increase retention of core knowledge when preparing for written examinations and extended writing	GCSE outcomes for subjects with high levels of knowledge application, retention and extended writing outcomes to steadily improve over the 3 years
Learning independently at home and engaging in this process	For engagement of independent work for PP students for steadily increase over the next three years, measuring this through homework submissions and engagement in online homework platforms.
Attendance of PP students increases and persistent absence decreases	For attendance of PP students to increase over the years and the gap to reduce and in turn, to at least align with national average. Persistent absence to decrease for PP students
Increase parental engagement of families with PP children in education	Build more positive relationships that support the improvement of progress and attainment outcomes which can be measured using data such as attendance at parents evening

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: £ 157,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued roles: Pupil Premium lead X1, Pupil premium support teacher x1 to focus on improved CIAG for Pupil Premium (PP) students across KS3/4	A new role to support young people to increase their life chances and encourage, challenge and support our students in equal measure, believing they all have the right to succeed (Pupil Premium Primer 2022)	1 2 3 4 5 6 7
VIP mentoring programme- X3: Mentors to support progress and attainment of students in KS4 and to help close the attainment gap for PP students	By providing information, guidance, and encouragement, mentors can play an important role in nurturing students' college aspirations. The impact of mentoring is likely to be positive on PP students - according to EEF toolkit which states it can add 2 months of progress to students	1 2 3 4 5 7
HPA lead TLR post X1: Focus on working towards improving HPA and HPA PP students progress and attainment and broadening their horizons	Warwick (WRAP Research report November 2018)	1 3 4 5
Departmental Boys' rewards: Each department to incentivise learners to engage actively in more	EEF Behaviour Interventions +4 months	3 4 5

independent work with a target towards boys		
Bespoke Exercise books: School wide subject specific bespoke books to help support revision and organisation for students	Some studies suggest that disadvantaged students are less likely to use metacognition and self-regulatory strategies so developing these for students can be very supportive EEF +7 months	1 2 3 4 5

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

Budgeted cost: £ 159,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions to support students increase their chronological reading age: Interventions include Rapid Plus, Accelerated Reader, Bedrock	Effective tutoring programs provide motivation, personal individual attention, direct instruction, and error correction to increase students' academic skills. EEF +4 months	1 2 3 4 5
Academic tutoring (1:1 or in groups): Identify and target PP students in subjects in KS3 to help improve students outcomes if students are needing support	Effective tutoring programs provide motivation, personal individual attention, direct instruction, and error correction to increase students' academic skills. EEF +4 months	1 2 3 4 5
Maths and English Intervention: Small scale tutoring in core subjects in KS4 to increase students chances of gaining basics	Effective tutoring programs provide motivation, personal individual attention, direct instruction, and error correction to increase students' academic skills EEF evidence +4 months	1 2 3 4 5
Progress Support for Years 10 & 11: Afterschool intervention from each department to support students who have been identified as having gaps in subject knowledge	After school support sessions in response to gaps in learning from the Victory Vitals Knowledge Organisers - such programmes that extend school time have a positive impact according to the EEF toolkit + 4 months	1 2 3 4 5
Embed Victory Vitals Programme of Knowledge Retention:	Every child has access to information guides with QR links within planners which signpost the vitals- mastery	1 2 3 4 5 7

Students have the victory vitals embedded throughout where emphasis is on memory retention through knowledge organisers and spiral assessments	learning - if monitored and reviewed, can have a positive effect on student progress according to the EEF Toolkit + 7 months	
Summer School Offering: School to be developed to increase students engagement over summer holidays and provide chances that they may not have at home in KS3 year groups	EEF suggest experiences such as this can provide +EEF 3 months	1 2 3 4 5 6 7
Revision Guides for PP Students in KS4 Students receive these so they can focus towards independent study and have training in order to use these effectively	Feedback from students who used these last year at the academy said it was easy to help them know where to start revising	1 2 3 4 5
Careers Appointments: Careers lead has appointments with PP students to focus on broadening horizons and planning for their future. Careers lead to implement work with local universities to support this.	Students who have ambition and are aware of their pathway are more likely to be successful and we can provide further opportunities to increase their social mobility (Gatsby Foundation 2020)	1 2 3 4 5

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

Budgeted cost: £ 79,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team Support: Dedicated time from the attendance team to work with PP students and their families to support attendance	Attendance is vital for students to ensure they are able to achieve and having poor attendance can impact attainment (Balfanz & Byrnes, 2012; London et al., 2016)	1 2 3 5 6
Student Health Mentor x1: Promote physical health and well being	Larger percentage of visits last year to student services were from PP students explaining the need for this to help students keep healthy and promote positive healthy choices	6 7
PP Mentoring Scheme: Students meet with PP mentor to support well	Mentoring can have a positive impact on students from the EEF + 2 months	1 4 6 7

being and identify and interventions needed		
Full Day of Mindfulness and well-being group work : Priority given to PP students with direct support on how to overcome barriers within their own lives	Providing students with the necessary support EEF + 2 months	1 2 3 6 7
2.5 Full Days of School Counsellor per week: Works with students to counsel them and promote good wellbeing	Providing students with the necessary support will improve mental well being EEF + 2 months	1 2 3 6 7
Social Action Projects: Social action focuses students to contribute to their local community, giving them valuable experience and helps them to nurture valuable leadership skills	Research has found that young people who take part in social action keep themselves physically and mentally healthy (OFSTED report 2016)	6 7
Social Emotional Mental Health mentor X1: Focus on working with students with PP SEMH to improve well being	Well-designed and well-implemented social and emotional skills development programmes have been associated with a range of positive personal, social, and health related outcomes (Evidence review on identifying effective SEMH strategies - Manchester University 2020) EEF +4 months	1 2 3 6 7
Small amount of laptops provided for PP students: Focus on providing these to students who do not have ICT access at home	Students who have access to ICT can engage with independent learning	1 2 3 4 5 7
Enrichment Clubs : Provide opportunity for students to take part in an array of different enrichment clubs to have experiences they might not normally get the opportunities to.	Taking part in enrichment can increase confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging EEF suggests this intervention can add 3 months progress	1 2 3 6 7
Student Development Fund: Using funding to overcome barriers	To support students to break barriers to learning	1 2 3 6 7

different students may face		
Music lessons for Students: Provide music lessons for PP students	To ensure that ALL students have access to music lessons, if they wish - Arts participation can have a positive impact on academic outcomes in other areas of the curriculum according to the EEF Toolkit +3 months	1 2 3
Student well-being Advocate X1 for all PP students: This role has been in place for a few years and the concept is to ensure that students have a member of staff in the academy they can talk to on sensitive issues.	“The second common element was a clear strategy relating to behaviour and attendance, incorporating strong pastoral care in the form of social and emotional support and a quick response to non-attendance, as well as working closely with families.” NFER Nov 2015 EEF +4 months	1 2 3

Total budgeted cost: £396,690

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.

2022/2023 Data and Review

Improve outcomes for PP in both their progress and attainment at KS4

In 2023, our GCSE results showed that we are in line with our 2022 results and have improved substantially since our 2019 results, where we had a P8 score of -0.52 . Our P8 score in 2022 was -0.19 and our current P8 score for 2023 is -0.23 in 2023. Our disadvantage HPA P8 score was 0.16 which is a significant improvement since 2019 where the P8 score was -0.71 which demonstrates the impact our current interventions are having. Our Attainment 8 score was 38.81 in 2023 for our PP students and 39.1 in 2022 which shows a very small difference.

Our percentage of students gaining a grade 4 or more in both English and Mathematics was 41% in 2023, which is an increase of 5% since 2019.

We feel that our disadvantage students are continuing to achieve in both progress and attainment measures at our academy, with our progress 8 score being above the national average of -0.57 for 2023 and a national Attainment 8 score of 34.9 . Whilst we are aware there is still a gap between our PP Vs our non-PP students, this gap continues to close from 2019 where it was 0.7 .

Although we feel that the data shows we have made improvements, we will keep this as a target for 2023/2024.

SEND PP outcomes to improve for progress and attainment

As our data has not yet been validated, we are only able to provide our internal data from 2023 as a metric to show improvements made for our PP SEND students. In 2023, P8 for SEND PP students was -0.37 (internal measure until validated), which has shown an increase from 2022 score of -0.78 and 2019 of -1.26 . We are confident that our interventions are showing impact for our PP SEND students and will continue to ensure we keep increasing the progress and attainment of these students.

Although we feel that the data shows we have made improvements, we will keep this as a target for 2023/2024.

PP boys' outcomes for both attainment and progress to improve

As our data has not yet been validated, we are only able to provide our internal data from 2023 as a metric to show improvements made for our PP boy students. In 2023, our P8 score was -0.18 , which was an increase from 2022 which was -0.25 and a vast improvement from our 2019 progress 8 of -0.94 .

We will continue to apply interventions such as departmental rewards, raising attainment for boys working group and all other highlighted interventions.

Although we feel that the data shows we have made improvements, we will keep this as a target for 2023/2024.

Increase retention of core knowledge when preparing for written examinations and extended writing

Subjects that have a vast amount of extended writing have had outcomes increase steadily since 2019 and students have had wider interventions across these subjects collaboratively to make sure that students are equipped to tackle these subjects. Continued interventions such as knowledge organisers, extended writing groups and exercises books will be used again this academic year. Moving forward, the implementation of a more rigorous KS3 intervention programme will also support this over the next two years by using interventions such as accelerated reader, bedrock and other internal interventions. Currently this academic year, we have 48% of our Y8 students receiving literacy intervention and 48% of Y9 students receiving literacy interventions.

Although we feel that improvements have been made in the last academic year, we shall still include this as a target area.

Learning independently at home and engaging in this process

PP students have increased their engagement across homework and independent study but we want this to continue to increase. In 2022, the ratio of positive to negative HW submissions for PP students was 70 % and for Non PP, was 83% show that is a gap between the two groups.

Interventions such as the victory vitals and using the platform class charts has had a large impact here and this academic year we have implemented a new homework policy to motivate and drive independent learning. Pupil premium students all received revision guides and had training on how to use these in KS4 and this had a positive impact.

Although we feel that improvements have been made in the last academic year, we shall still include this as a target area as we want to track more data over the coming academic years.

Attendance of PP students increases and persistent absence decreases

Attendance is pivotal so will continue to be a target area. The data suggests there is still a gap between attendance but in summer term, the gap significantly reduced. The attendance team have worked closely to ensure that attendance patterns are tracked and explored in more detail. The health mentor has also tracked any patterns occurring in school that might signify a wider issue. All attendance is tracked weekly from the attendance team and the attendance team uses this to help support our PP students.

PP:

Autumn - 87.7% (5.4% gap)

Spring - 86.6% (5.9% gap)

Summer 85.7% (1.4% gap)

Overall - 85.7% (5.3 % gap)

Non-PP:

Autumn - 93.1%

Spring - 92.5%

Summer - 87.1%

Overall - 91.0%

Increase parental engagement of families with PP children in education

Parent engagement has been high across a variety of different events such as parent evenings, raising achievement evenings and other events. Alongside this, training has been provided for parents on online platforms to try and engage parents further across all the different year groups.

Pupil premium engagement with extra-curricular at the academy is high with 96.6% of our PP students engaging in some form of extra-curricular which further increases engagement of families within our community. Alongside this, an adaptation of parent child classes will be implemented this year to try and

Although we feel that our internal measure shows we have made improvements, we will keep this as a target for 2023/2024.

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

Programme	Provider
Dr Frost	Dr Frost
GCSE Pod	Soundbite learning
English Papers externally marked	Chapter Education
Bedrock	Bedrock
Class Charts	Class Charts

