

Pupil premium strategy statement – Orchard Mead 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1187
Proportion (%) of pupil premium eligible pupils	40.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Subrina Johal, Principal
Pupil premium lead	<i>Tasnim Yusuf</i> , Assistant Principal
Governor / Trustee lead	<i>Cathy Brown</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411,730
Pupil premium funding carried forward from previous years	£129,000
Total budget for this academic year	£540,730

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that P8 has improved for DA students and we have seen the gap has improved between pupil premium and non -pupil premium students compared to last year and are closer to achieving national levels, suggesting our whole school CPD focus on teaching and learning centred around Principles of Instruction and assessment is yielding steady and effective outcomes.

43% of our DA students were entered for the Ebacc, which is above the national at 39%.

The table below shows P8 outcomes for OMA in 2023 and the previous year.

<i>P8 PP Gap</i>	<i>PP</i>	<i>NPP</i>	<i>Gap</i>
2022	-0.99	-0.29	0.7
2023	-0.79	-0.43	0.36

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that on average pupil premium students were 1/3 of a grade below their peers. The biggest gap this year is seen in the Maths bucket (-0.51) with English (- 0.68) and the Ebacc bucket (-0.76) not being too far from this.

The curriculum provision for disadvantage students remains the same as for non-disadvantaged students as we believe strongly that an ambitious curriculum is equitable. This decision has meant DA students have performed better in creative arts subjects such as Film Studies and Music indicating the positive creative pathways pursued by our DA students inclusive of 83% of whom continue to stay in education or enter employment post - secondary education.

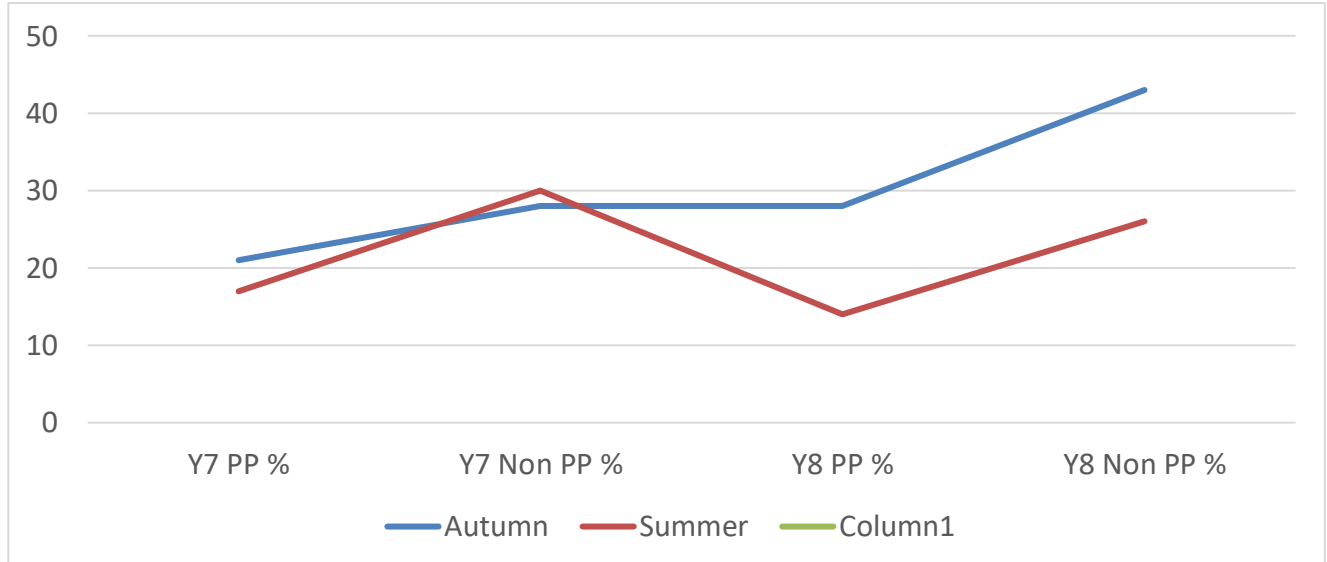
The biggest positive gap between PP and Non-PP is seen in BTEC Music (1.46) and Film Studies (0.33)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the common trend for PP students is that their attendance is below 90%. The attendance gap has widened marginally, compared to the previous year:

<i>Av. Attendance</i>	<i>PP%</i>	<i>NPP%</i>	<i>Gap</i>
2021-22	87.1	90.8	3.7
2022-23	85.9	89.7	3.8

A significant focus was made in improving Literacy outcomes for students and new resources and assessments were purchased to effectively identify those students in need of reading and literacy intervention. We now have an up-to-date reading age database for all students in year 7 -10 from which their progress will be able to be tracked and monitored over the forthcoming years to ensure the impact of the interventions.



The chart above shows the percentage of PP and Non- PP students in year 7 and 8 identified as 2 years or below their chronological reading age. We have structured support provided by the HLTA for Literacy and Literacy teacher for these students who benefited from targeted one-to-one intervention and further diagnostic tests, used to provide details of the exact reading need and subsequently inform the exact intervention that needs to take place.

We see, the from the chart above, a narrowing comparing PP and Non- PP for both year groups. We also see a decline in the proportion of PP and Non- PP students that are 2 years below their chronological age with year 8 indicating the most significant improvement in closing the reading age gap.

Based on all the information above, the performance of our disadvantaged pupils has partially met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that non- academic barriers to success in school were managed through the funding of the school councillor who has significantly increased our parental contact and has built relationships with several of our most vulnerable families. Alongside this, the afterschool 'Cozy Club' provision for students offering a hot supper to help families with the rising cost of living has been effective in supporting a number of PP students with their wellbeing and in removing barriers to learning.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.