

# 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 ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
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	£440,586
Pupil premium funding carried forward from previous years	£25,747
<b>Total budget for this academic year</b>	<b>£466,333</b>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils, who make up 36% of our year 11 cohort, during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the upward trend for P8 over the last couple of years has declined for DA students and we have seen the gap has widened between pupil premium and non -pupil premium students compared to last year, which matches the national picture of the gap being widest since 2011.

The table below shows P8 outcomes for OMA in 2024 and the previous year.

<i>P8 PP Gap</i>	<i>PP</i>	<i>NPP</i>	<i>Gap</i>
<i>2023</i>	<i>-0.79</i>	<i>-0.43</i>	<i>0.36</i>
<i>2024</i>	<i>-1.14</i>	<i>-0.45</i>	<i>1.59</i>

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 approx. 1 full grade below their peers but the overall attainment of pupils awarded BASICS 9-4 remains the same for DA as last year.

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 Art, indicating the positive creative pathways pursued by our DA students inclusive of 94% 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 Art ( 0.74) and Film Studies (-0.24)

The proportion of DA pupils achieving a strong pass in English and Maths has improved from 3.7 to 4.8 and is better than Non PP.

Attainment score for EBACC element continues to improve from 3.7 to 6 this year for DA pupils.

Most students with complex circumstances left with some accreditation suggesting our whole school CPD focus on teaching and learning centred around Principles of Instruction and assessment is yielding steady and effective outcomes.

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 continues to widen, compared to the previous years:

<i>Av. Attendance</i>	<i>PP%</i>	<i>NPP%</i>	<i>Gap</i>
2022-23	85.9	89.7	3.8
2023-24	82.2	86.8	4.6

A significant focus has been to continue focussing on improving Literacy outcomes for students and a streamlined reading strategy and assessment process helps track and monitor reading age progress and inform targeted interventions to measure impact.

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.

Our assessment data illustrates the impact of literacy interventions for students at KS3 identified with reading ages 2 years below their chronological age.

We continue to see a decline in the proportion of PP and Non- PP students that are 2 years below their chronological age and on average year 7 pupils have made +7 months progress, year 8, +1Y and 1M progress, signifying the most improvement in closing the reading age gap and year 9 making +9 months progress in reading age.

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.

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 continued to support 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 partially funded via other streams. That will include:

- offering a range of high-quality extra-curricular activities and interventions to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award and canoeing), 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.