

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Orsett Heath Academy
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	21.49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Simon Bell
Pupil premium lead	Stephanie McGrane
Governor / Trustee lead	Viv Northall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,830
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,830

# Part A: Pupil premium strategy plan

## Statement of intent

<p>Our aim is :</p> <ul style="list-style-type: none"><li>• for all disadvantaged pupils to achieve their full potential – academically, socially and emotionally – and enjoy their learning experience, including those who are high attainers;</li><li>• for the differential in outcomes for disadvantaged and non to be as reduced as possible, as a result of proactive and effective interventions and support mechanisms;</li><li>• for our Pupil Premium Strategy to be an embedded and cohesive aspect of education provision at OHA, and for it to be adapted to meet changing needs at regular intervals;</li><li>• that our key principles (delivery of a high quality curriculum by staff who know their pupils well and have positive relationships with them, with appropriate support around the child in a safe, engaging learning environment), reflect our school values and thereby develop courageous, respectful learners who demonstrate high levels of effort and achieve their full potential.</li></ul>
---

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families suggest that the wellbeing, mental health and safeguarding concerns for identified pupils – especially in light of reduced services and the impact of COVID on pupils’ education and families - have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>These findings are backed up by several national studies.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and maths understanding than peers.</p> <p>On entry to year 7, our disadvantaged pupils were over twice as likely to arrive below age-related expectations in both English and Maths compared to their peers (39% vs 18% Eng / 42% vs 20% Maths). This impacts upon progress across the curriculum.</p>

3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about limited access to opportunities for personal development and wider cultural and 'real life' experiences, especially during the pandemic.</p> <p>These challenges particularly affect disadvantaged pupils and can impact on their attainment.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils.</p>

## 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
<p><i>To achieve and sustain high quality teaching for all in a calm and focused learning environment</i></p>	<ul style="list-style-type: none"> <li>• Use of progress data by staff to plan effective learning opportunities for individual pupils – evidenced through QA process.</li> <li>• Focus on agreed T&amp;L methodologies and tools to develop learner ability to recall and apply knowledge across a series of lessons, and show progress over time in terms of specific skills – evidenced through QA process.</li> <li>• Staff are using the training from the trauma &amp; attachment CPD to support pupil engagement in lessons and provide a safe learning environment – to be evidenced through PASS and Brighter Futures surveys and regular pupil feedback.</li> </ul>
<p><i>To achieve and implement high quality targeted support to disadvantaged pupils and close the achievement gap</i></p>	<ul style="list-style-type: none"> <li>• 12.5% of our cohort completing NTP tutoring this year, with at least 60% of this number being PP pupils.</li> <li>• The Scholars Programme running with a cohort of all PP students.</li> <li>• All PP pupils receiving at least one appropriate intervention this academic year.</li> <li>• To address the issue of low reading ages / 'lost learning' for specific cohorts of pupils across the school compared to non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</li> </ul>
<p><i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</i></p>	<ul style="list-style-type: none"> <li>• To increase average PP attendance by 2.5% this year.</li> <li>• To increase FSM attendance by at least 3.5%.</li> </ul>
<p><i>To achieve and sustain improved</i></p>	<ul style="list-style-type: none"> <li>• To reach a target 75% of PP pupils who actively participate in Student Voice and extracurricular activities.</li> </ul>

<i>wellbeing and extra-curricular access for all pupils, including those who are disadvantaged.</i>	<ul style="list-style-type: none"> <li>To use the Brighter Futures and PASS surveys to review and update the provision for mental health &amp; wellbeing.</li> </ul>
---	--

## 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: **£5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments, including pastoral surveys regarding mental health and wellbeing. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3
Enhanced training funded on core subjects for leads. Release time to be funded to enable best practice then to be shared across school.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. <a href="#">EEF Guide to the Pupil Premium (Autumn 2021)</a>	2
Trauma & Attachment based approaches to teaching and emotion coaching CPD, including safeguarding information.	National GOV guidance re. COVID recovery & return to school highlights a need to check pupil wellbeing and refer onto other services if additional support is needed	1, 3, 4

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

Budgeted cost: £18,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions to be run by staff members during the school day, as well as after school sessions. Homework support for all pupils to combat the effects of 'lost learning.'</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>'Lost learning' impact – standardised data</p> <p>Moderate impact for low cost <a href="https://educationendowmentfoundation.org.uk">EEF Teaching and Learning Toolkit</a></p>	<p>1, 2, 3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>'Lost learning' impact – standardised data</p>	<p>1, 2, 3</p>
<p>Participation in The Scholars Programme to encourage academic engagement and ambition.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Accelerated Reading programme from RenLearn and Bedrock Literacy to combat the effect of 'lost learning' on vocabulary and reading comprehension.</p>	<p>Overall, reading interventions generally have a positive effect on pupils' attitudes towards reading. Further, they appear to have a moderate, positive effect upon general learning. Reading comprehension interventions are likely to work best when used in combination</p>	<p>2</p>

	<p>with other approaches. Further, interventions appear less effective when lacking vocabulary skills and therefore this is something the school wish to provide intervention on for certain pupils.</p> <p><a href="#">Literacy and Numeracy Catch Up Strategies [Department for Education]</a></p> <p><a href="#">What works for Young People with Literacy Difficulties [The Dyslexia-SpLD Trust]</a></p> <p>Reading age data informs target groups</p> <p>Very high impact for very low cost based on extensive evidence <a href="#">EEF Teaching and Learning Toolkit</a></p>	
LAC support packages, including tutoring, additional learning such as EP assessments as and when needed and additional equipment and support.	<p>Governing bodies and proprietors should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.</p> <p><a href="#">Evidenced via national guidance such as 'Keeping Children Safe in Education.'</a></p>	1, 2, 3, 4

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

Budgeted cost: **£8,352**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EP and counselling interventions – bought in external services to provide classroom based strategies and support mental wellbeing of disadvantaged and vulnerable pupils.	<p>National GOV guidance re. COVID recovery &amp; return to school highlights a need to check pupil wellbeing and refer onto other services if additional support is needed</p> <p>School Wellbeing Service guidance suggests an increasing pressure is being placed on schools to cope with emerging mental health difficulties.</p> <p>An increase in behaviour incidents for a significant minority and an increase in mental health concerns &amp; referrals suggests a need for this approach</p> <p>Moderate impact for low cost intervention <a href="#">EEF Teaching and Learning Toolkit</a></p>	1, 2, 3, 4

Contribution towards pastoral support role to work on mental wellbeing and behaviour.	An increase in behaviour incidents for a significant minority and an increase in mental health concerns & referrals suggests a need for this approach  Moderate impact for low cost intervention <a href="#">EEF Teaching and Learning Toolkit</a>	1, 2, 3, 4
Subsidised educational opportunities such as school trip contributions (50% reduction in trip cost for PPG pupils) and equipment allowing them access to the full curriculum and enrichment activities.	Arts Participation shows moderate impact for very low cost  <a href="#">EEF Teaching and Learning Toolkit</a>	1, 2, 3, 4
Online speech therapy services.	Assessments demonstrate increase in speech & language difficulties, as do national figures  Very high impact for very low cost based on extensive research <a href="#">EEF Teaching and Learning Toolkit</a>	1, 2, 3
Contingency fund for acute issues.	N/A	1, 2, 3, 4

## Externally provided programmes

Programme	Provider
Academic catch up sessions	My Tutor (National Tutoring Programme)
Speech & Language Online Therapy	Mable
Counselling sessions	Mable
Reading comprehension	Accelerated Reader
Vocabulary development	Bedrock Literacy
The Scholar's Programme	The Brilliant Club

## 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 2020 to 2021 academic year.

Our assessment process during the course of 2020/21 gathered the first set of data regarding our Pupil Premium cohort, due to the school being newly opened. It suggested that 57% of our Pupil Premium cohort did make progress in their reading ages during the course of the year, 20% remained at the same level and 10% of those pupils demonstrated a loss of learning (a lower reading age than previously).

Furthermore, our attendance data over the course of the first year indicated that attendance among disadvantaged pupils has been between 3 - 4% lower than for non-disadvantaged pupils.

Surveys and stakeholder interviews demonstrated that pupil behaviour, wellbeing and mental health were impacted last year and this impact was particularly apparent for our disadvantaged pupils. Therefore, a large proportion of our pupil premium funding last year was used to ensure we provided high quality wellbeing support for all pupils, and targeted interventions where required, such as counselling sessions for those in need. This is something we place particular importance on at Orsett Heath Academy and therefore continues to be something that we will build upon over the course of our three year strategy.

It is our belief that these outcomes can primarily be attributed to Covid-19 impact, which disrupted all areas of school life to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by a strong remote learning provision.