

# Pupil Premium Strategy Statement – Orsett Heath Academy 2021-24

This statement details our school's use of pupil premium (and recovery 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 in the last academic year.

## School overview

Detail	Data
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	22.58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024 (Currently in year 3)
Date this statement was published	09.10.2023
Date on which it will be reviewed	01.10.2024
Statement authorised by	Simon Bell
Pupil premium lead	Angela Davies
Governor / Trustee lead	V Northall (Trustee)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,250
Recovery premium funding allocation this academic year	£21,804
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
School Led Tutoring Grant	£9,720
CLA PPG funding via virtual schools	£1,800
<b>Total budget for this academic year</b>	<b>£119,574</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is:

- for all disadvantaged pupils to achieve their full potential – academically, socially and emotionally – and enjoy their learning experience, including those who are high attainers. We aim for this to be achieved through the adherence of staff to our consistency guide, using well researched classroom methods to ensure good behaviour management, adaptive teaching and secure safeguarding.
- 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 (from either internal, high quality interventions or drawing from a wide range of professionals and community services where possible).  
Diagnostic assessment regularly identifies pupils that are facing barriers and provision is adapted as appropriate. This is achieved through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them. We have also placed a high amount of focus on the development of our Key Stage 3 curriculum to ensure all pupils follow a knowledge rich curriculum, planned for academic rigour.
- 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. As an establishment, we understand that academic research demonstrates that an emphasis on ensuring quality first teaching has the largest impact on disadvantaged pupils and therefore this has been a key focus of our staff training model and pedagogical approach.
- 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. This is observed closely through our quality assurance model that focuses staff on their responsibility to disadvantaged learners and monitors their provision.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>The mental health/wellbeing, academic motivation 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.</b></p> <p><i>Internal baseline assessments reveal that ‘lost learning’ has contributed to progress stalling for PP pupils due to the lockdown. Last year’s interventions have begun to make some positive impact in reversing this trend, but this remains a core focus of the 3 year plan.</i></p> <p><i>Increased numbers of pastoral referrals, and analysis of behaviour trends, have revealed that a number of disadvantaged pupils are experiencing SEMH difficulties following the pandemic. A loss of resilience in particular has impacted upon learning and emotional regulation. These difficulties present across the age range, and waiting lists for external services are often over a year, if possible at all.</i></p> <p><i>Results from the most recent attitudinal PASS surveys completed demonstrate that:</i></p> <ul style="list-style-type: none"> <li>• <i>19 year 8 pupils show as ‘high concerns.’ Of this, 6 of the 19 (32%) are PP</i></li> <li>• <i>26 year 9 pupils show as ‘high concerns.’ Of this, 11 of the 26 (42%) are PP</i></li> <li>• <i>21 year 10 pupils show as ‘high concerns.’ Of this, 7 of the 21 (33%) are PP</i></li> </ul> <p><i>These pupils will be our focus for this year in terms of interventions and checking their learning needs are being met.</i></p> <p><i>Increased referrals to the EP have supported the school in personalising provision for 5 disadvantaged pupils. The reports and impact have been reviewed, and further non-statutory referrals made so far this year to support 2 pupils in KS3.</i></p> <p><i>A review of pupil behaviour and referral logs has led us to conclude that the reduced access to external providers has had a negative impact on some young people’s learning and development, particularly where disadvantage is also a factor. In addition, 3 families have been referred to PASS (early Help) and then declined support, which has left the pupils concerned without external support and relying on school intervention.</i></p>
2	<p><b>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of literacy and numeracy understanding than peers.</b></p> <p>a) <i>Current Year 8 on entry – 28 pupils (24% of the cohort) entered the school with a reading age between 1 and 6 years below chronological, with 11 (39% of the below chronological cohort) being PP. Of those PP pupils, only 2 had a reading age above 9 years.</i></p>

	<p>b) Pupils who received additional support last year but made less than expected progress – 24/58 (58.6%)</p> <p>c) Years 8 and 9 – 49 pupils identified with numeracy age more than 2 years below chronological</p> <p>d) CATs testing on entry for all pupils demonstrated higher rates of very low and below average for all areas (verbal, quantitative, nonverbal &amp; spatial) against national average, and significantly lower rates for average (from standardised score of 97), above average and very high.</p> <p>e) KS3 progress data demonstrates that PP learners are making less overall progress than their non-PP counterparts</p>
3	<p><b>Limited access to opportunities for personal development and wider cultural and ‘real life’ experiences.</b></p> <p><i>Discussions with pupil voice and analysis of pupil feedback suggest that a number of our pupils lack adequate access to cultural capital, which is confirmed by research to have a positive impact on a pupil’s learning &amp; development. Whilst difficult to quantify exact measures of cultural capital, the feedback garnered from pupils suggests this to be an area of development.</i></p>
4	<p><b>Attendance issues for our disadvantaged pupils</b></p> <p><i>Attendance figures for 2022-2023 show a 3.91% gap between disadvantage and non. This has been reduced from 4.4% the previous year, so our focus on attendance has started to have a measurable impact. We are aware that this has been hugely impacted by the pandemic, lock downs, partial re-openings and forced temporary access to school-based learning during outbreaks and positive cases. Attendance is again an area for focus this year – with the trust employing experienced staff to oversee this issue across schools.</i></p>
5	<p><b>The impact of the cost of living crisis on some families affecting their ability to provide basic uniform and equipment for school, and parents/carers’ ability to access support regarding pupils’ learning and wellbeing that is only available at a cost.</b></p> <p><i>Increased numbers of parents have approached the school directly to request support with basic needs such as uniform and food bank vouchers. In addition we have noted that pupil requests for sanitary products have increased considerably, and there has been an overwhelming need for counselling referrals for our PP students, with 20 of our PP pupils accessing support from such services via school referrals.</i></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.

We are currently in Year 3 of our 3 Year Strategy. The headings in bold are taken from the ‘Menu of approaches’ listed in the DfE guidance document.

Intended outcome	Success criteria
<p><b>HIGH-QUALITY TEACHING</b></p> <p><i>To ensure high quality teaching for all pupils in a calm and focused learning environment, using 'adaptive teaching' as appropriate.</i></p> <p><i>To ensure that appropriate support is in place alongside quality first teaching to support pupils' social, emotional and learning needs.</i></p> <p><i>To ensure all disadvantaged pupils have priority access to social skills interventions that support behaviour management and personal development.</i></p>	<ul style="list-style-type: none"> <li>• More effective use of progress data by staff to plan effective learning opportunities for pupils – evidenced through the new QA process.</li> <li>• Additional professional development on evidence-based approaches : whole class feedback; reading comprehension &amp; phonics; pedagogy</li> <li>• Enhanced focus on agreed T&amp;L methodologies – 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 the QA process, which will give data regarding use of agreed pedagogy.</li> <li>• Staff to embed trauma and attachment based approaches to support pupil engagement in lessons &amp; provide a safe learning environment. To be evidenced through PASS surveys. Case studies to demonstrate 40% decrease in lesson disengagement for identified pupils with past trauma</li> <li>• Year 8 PP students receive academic mentoring in order to boost motivation – evidenced through outcomes of the programme.</li> <li>• Pupil referrals to EP are prioritised for the disadvantaged, supporting teacher planning / adaptive teaching.</li> <li>• Referrals to in school programmes and support such Learning through Sport, Youth Worker, Affinity Project and Mable Therapy etc. all reflect priority being given to disadvantaged pupils.</li> </ul>
<p><b>TARGETED ACADEMIC SUPPORT</b></p> <p><i>Targeted support to ensure that knowledge gaps are significantly reduced for cohorts of pupils identified as being disadvantaged / vulnerable and at risk of under performing due to lost learning and significant gaps in disciplinary knowledge.</i></p> <p><i>Targeted reading interventions impact upon reading age</i></p>	<ul style="list-style-type: none"> <li>• Resilience building and attainment raising workshops in place, with specific workshops for PP pupils.</li> <li>• Years 8 – 9: all pupils with reading ages below chronological age to receive at least one time limited intervention this year. Disadvantaged pupils to receive an additional intervention to support vocabulary acquisition.</li> <li>• All PP pupils to attain a reading age of 9.00+ or increase by at least 2 months per 1 month chronologically.</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 8 – at least half of the cohort 2+ years below chronological to meet chronological age.</li> <li>• Progress data (APS) for KS3 to reflect reduction of gap by 0.5 by the end of the academic year</li> <li>• To have the new reading strategy embedded across the curriculum – evidenced in QA feedback.</li> </ul>
<p><b>WIDER STRATEGIES</b> <i>Personal Development &amp; Extra Curricular</i></p> <p><i>To ensure that disadvantaged pupils have at least the same opportunities as other cohorts to develop leadership skills, independence and self esteem.</i></p> <p><i>To support the learning of disadvantaged pupils by ensuring that they can build their contextual learning at the same rate as other cohorts through experience of cultural, social and extra curricular activities.</i></p>	<ul style="list-style-type: none"> <li>• At least 70% of PP pupils actively participate in Student Voice, Student Leadership or extra-curricular activities.</li> <li>• All PP pupils attend at least one school trip / cultural experience this school year.</li> <li>• To gather feedback from PASS surveys, which reflect increased pupil wellbeing, self- esteem and readiness to learn.</li> </ul>
<p><b>WIDER STRATEGIES</b> <i>Attendance – to support pupil progress and the acquisition of key disciplinary knowledge by improving attendance figures for the disadvantaged and having personalised plans in place for persistent absentees.</i></p>	<ul style="list-style-type: none"> <li>• To increase average PP attendance rate by 3% - thereby reducing the gap in school, alongside ambitious targets to increase whole school average attendance during 2023/24.</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>
<p><b>WIDER STRATEGIES</b> <i>To ensure all disadvantaged pupils have access to all basic needs requirements.</i></p>	<ul style="list-style-type: none"> <li>• For all disadvantaged pupils to be in full uniform and with access to any equipment/resources they may need within school.</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: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further develop the skills and knowledge of the teaching staff through high quality CPD in whole class feedback, reading/ phonics and adaptive teaching.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text; teachers who understand how to teach reciprocal reading strategies will be well placed to improve learner outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Whole class feedback is recognised as an effective and value for money model for providing pupils with feedback that is understood and applied.  <a href="http://www.teachertoolkit.co.uk/2020/08/16/whole-class-feedback-loop">www.teachertoolkit.co.uk/2020/08/16/whole-class-feedback-loop</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a></p> <p>The EEF states that, if done well, feedback supports student progress, building learning, addressing misunderstandings and thereby closing the gap between where a student is and where the teacher wants them to be".  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</a></p> <p>Adaptive teaching, as outlined in the Early Career Teacher Framework, is a model for maintaining challenge whilst supporting learning needs for disadvantaged pupils.  <a href="https://www.gov.uk/government/publications/early-career-framework">https://www.gov.uk/government/publications/early-career-framework</a></p>	<p>1, 2</p>
<p>Supporting pupils with emotional trauma by providing staff CPD regarding trauma based approaches, emotional dysregulation and contextual safeguarding</p>	<p>Thurrock Virtual School and our School Wellbeing Service have promoted trauma-based approaches to supporting young people's learning, development and wellbeing since the March 2020 lockdown. Understanding pupils' responses to the lockdown, as well as wider trauma, and the contextual safeguarding issues that affect our</p>	<p>1, 4</p>

	<p>community, is key to staff being able to teach, support and safeguard our pupils effectively.</p> <p><a href="http://www.ac-education.co.uk">www.ac-education.co.uk</a></p> <p>Improving Behaviour in Schools (EEF) – <a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a></p>	
Improving literacy standards through the development of a TLR role to promote and embed the reading strategy across the curriculum.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p><a href="http://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	1, 2
Embedding rigorous use of formative and summative assessment and data by staff through staff training and CPD	<p>Data driven planning is a proven method of driving up pupil progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/.../school-planning-support">https://educationendowmentfoundation.org.uk/.../school-planning-support</a></p> <p>Make It Stick: The Science of Successful Learning. P. Brown, L Roediger.</p> <p>Rosenshine’s Principles in Action. T. Sherrington.</p>	1, 2
Further develop the impact of the Pastoral Support Team on the increasing number of pupils referred for support / intervention and audit capacity through work with ‘Anchored Schools.’	<p>Increasing capacity for support around SEMH benefits all pupils, but especially the disadvantaged. ‘Anchored Schools’ recognises the positive impact of the breadth and depth of the approach.</p> <p><a href="http://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools">www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools</a></p>	1, 4
Enhanced training funded for staff,	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep	1, 2



<p>including release time to be funded, to enable best practice then to be shared across school. Funding for specialist resources, such as Subject Association subscriptions for staff CPD and curriculum resources/equipment to support HQT.</p>	<p>improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>EEF Guide to the Pupil Premium (Autumn 2021)  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £44,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tightly targeted intervention groups for English, reading and maths interventions for disadvantaged pupils falling behind age related expectations in these subjects</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/guidance-for-teachers/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>For tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1, 2</p>

	<p>Use of online targeted intervention programmes enables students to make progress in both literacy and numeracy, as it is specific to their learning needs:</p> <p><a href="#">Empowering Education: The Lottery Project Breaks Barriers UK (idlsgroup.com)</a></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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 3, 4
<p>Providing Learning through Sport sessions for disadvantaged pupils who are demonstrating literacy and / or social skills difficulties in year 8.</p> <p>Use metacognition approaches to address these, &amp; review termly.</p>	<p>Participation in sport improves children’s educational attainment and skills development including empowerment, leadership and self-esteem – contributing to their overall well-being and future prospects</p> <p><a href="https://www.unicef-irc.org/article/1900-participation-in-sport-can-improve-childrens-learning-and-skills-development.html">https://www.unicef-irc.org/article/1900-participation-in-sport-can-improve-childrens-learning-and-skills-development.html</a></p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. We recognise the impact this has had previously especially on our most disadvantaged and vulnerable learners.</p> <p><a href="#">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become learners that are more independent.</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	1, 2, 3, 4
<p>Ensuring that CLA support packages link directly to PEPs</p>	<p>CLA pupils will often have additional needs that require a very personalised approach which can be achieved through the PEP process.</p> <p>The school always adheres to the guidance materials issued by Thurrock Virtual School.</p>	All
<p>Developing the use of the Bedrock Literacy programme to focus on</p>	<p>Research demonstrates that disadvantaged pupils are often word poor from a young age. While good readers gain new skills very rapidly, and quickly move from learning to read to reading to learn, those with low verbal aptitudes become increasingly frustrated with the act of reading, and therefore learning and try to avoid this where possible.</p>	1, 2

<p>reading for pleasure and vocabulary building this year.</p>	<p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p> <p>Alex Quigley   Closing the Writing Gap</p> <p><a href="https://www.theconfidentteacher.com/2014/05/word/">https://www.theconfidentteacher.com/2014/05/word/</a></p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a breakfast for every PP pupil daily to ensure readiness for learning.</p>	<p>Maintaining pupils' basics needs is crucial is ensuring that they are ready for learning.</p> <p><a href="http://www.gov.uk/national-school-breakfast-club-programme">National school breakfast club programme - GOV.UK (www.gov.uk)</a></p>	<p>1, 4, 5</p>
<p>To implement the DfE's 'Working together to improve school attendance', in place from September 2022. The guidance features new statutory responsibilities for schools, which must be in place by September 2023.</p> <p>This will involve training and release time for staff to develop and implement forensic procedures and be robust with the LA regarding cases that have been referred, in line with the new DfE guidance on managing attendance. Attendance officer will be</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</a></p>	<p>4</p>

appointed to support this.		
Adding capacity to behaviour & wellbeing support by embedding the role of Mental Health Lead and making further referrals to EP a priority for disadvantaged pupils.	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their social and physical health, and their mental wellbeing in adulthood.</p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk) https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	1, 4
Duke of Edinburgh Award Scheme – funding an offer for all Year 9 PP.	<p>The University of Northampton research outcomes suggest that pupils who experience the DofE award scheme develop self-esteem, make a positive contribution to their community, and remain engaged in positive activities. It also establishes that the award is highly valued by employers and educational establishments.</p> <p><a href="#">Impact of the DofE - The Duke of Edinburgh's Award</a></p>	1, 3, 5
<p>Maintain and develop the subsidised educational opportunities protocol. All disadvantaged pupils to be funded to attend one trip this year.</p> <p>Yr 8-9 catering costs to be funded for disadvantaged pupils, and any other individual needs met on a pupil by pupil basis.</p>	<p>There is much evidence to suggest that accessing cultural capital is crucial to pupil's learning &amp; development.</p> <p><a href="http://www.globalschoolalliance.com/education/building-cultural-capital-in-schools/">www.globalschoolalliance.com/education/building-cultural-capital-in-schools/</a></p>	1, 3, 5
Refer as appropriate to Mable, for either the online speech therapy service or counselling services as appropriate.	<p>Pupils with inhibited speech and language skills are less able to access the curriculum than their peers. By engaging a Mable therapist pupils are able to address specific weakness and increase their achievement across the curriculum.</p> <p><a href="https://speechandlanguage.org.uk/about-us/our-evidence">https://speechandlanguage.org.uk/about-us/our-evidence</a></p> <p>There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum,</p>	1, 2, 4

	<p>behaviour in school and attendance, further training and employment and general life chances.</p> <p><a href="https://www.devon.gov.uk/support-schools-settings/document/toolkit-of-evidence-based-interventions-to-promote-inclusionof-children-with-semh-needs/">https://www.devon.gov.uk/support-schools-settings/document/toolkit-of-evidence-based-interventions-to-promote-inclusionof-children-with-semh-needs/</a></p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified, including demographic concerns through the experience of outside agencies.	Any/all

**Total budgeted cost: £119,574**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

*Our school assessments indicate that some demonstrable progress has been made in reducing the gap between PP and non PP pupils. The strategy and its actions have been evaluated and revised in light of the analysis of these outcomes and are outlined in the document sections above.*

*To achieve and sustain high quality teaching for all in a calm and focused learning environment*

**Summary:** The QA process demonstrated that staff were planning effective learning opportunities for individual pupils following analysis of specific data. SLT also clearly identified through the QA process a focus on agreed T&L methodologies and tools that are designed to develop learner ability to recall and apply knowledge. Teaching and Learning CPD helped to improve delivery of face to face lessons, which further increased student engagement in learning in lessons – something again highlighted by external reviewers. Our observations in the previous year suggested an occasional lack of consistently high quality feedback and therefore this was a priority in our strategy for this academic year. Through work scrutiny during our QA process, it became apparent that the new whole class feedback strategy had been embedded successfully by staff and was being consistently employed to demonstrate high quality targets for classes. Misconceptions were being clearly addressed and there was evidence of reflective practice by pupils to rectify the highlighted concepts.

The strategy for 22-23 wished to further develop the skills and knowledge of the teaching staff through high quality CPD in whole class feedback, reading/ phonics and adaptive teaching. These sessions were all carried out and were focuses of the QA process for the year. It could be seen that staff were beginning to embed their phonics training and adaptive teaching methods were being more confidently used by staff, as were the trauma based response strategies disseminated to staff by the Mental Health Lead.

*To achieve and implement high quality targeted support to disadvantaged pupils and close the achievement gap*

**Summary:** A major focus of our disadvantaged pupil strategy in 2022-23 resided around embedding our reading strategy. One of our intended outcomes was that all pupils with reading age below chronological age was to receive at least one time limited intervention during the year. This was something we were able to successfully implement with close to 80% of the cohort. Of those who were below chronological age last year, 70% made progress with their reading age, 44% of those pupils making gains of over one year. Further to this, of the pupils who were on our IDL Literacy intervention, 90% made progress with their reading scores.

Our Scholars Programme ran successfully with 100% of pupils submitting and passing their final assignment and the Learning through Sport programme was successfully implemented with 80% making better than expected progress with their literacy. The use of the MyTutor programme was successful in ensuring 63% of those involved made expected or better than expected progress last academic year; however, attendance to the programme affected the

outcomes for some pupils and therefore, consideration is being given this year to ensure best usage of the intervention for targeted students in 23-24. The School Led Tutoring provision was also successful in closing the gap for disadvantaged individuals, with 76% of the cohort making good progress in English, maths and science interventions.

In house data does still demonstrate a gap for disadvantaged pupils in KS3, although the pupils are performing only marginally below their expected progress, and this will drive the focus of some aspects of the strategy this year.

#### Year 7

Cohort	Expected Progress	Progress
Non PP	5.02	0.28
PP	4.29	-0.03

#### Year 8

Cohort	Expected Progress	Progress
Non PP	5.03	0.32
PP	4.25	-0.18

#### Year 9

Cohort	Expected Progress	Progress
Non PP	4.75	0.54
PP	4.75	-0.03

*To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils*

**Summary:** Absence among disadvantaged pupils was 3.91% higher than their peers in 2022/23. Whilst there is some progress in these figures from the previous year, we recognise this gap is still too large, and did not meet the threshold targets we aimed for in last year's strategy. This is why raising the attendance of our disadvantaged pupils will remain a focus of our current year's plan. Whilst attendance strategies were quick to identify PP students with persistent low attendance, further approaches are required to increase their overall % attendance, for example increased focus on parental engagement, reward schemes and mentoring.

To achieve and sustain improved wellbeing and extra-curricular access for all pupils, including those who are disadvantaged.

**Summary:** Analysis of behaviour logs demonstrated that the impact of the pandemic on behaviour, wellbeing and mental health issues was particularly severe for disadvantaged pupils, who were overly represented in isolation and exclusion data, and in the small but significant cohort of pupils. A strong focus on supporting these pupils is a focus that continues this year, continuing to provide additional and targeted support for those who are most vulnerable and this includes our SEMH interventions both within school and from external counsellors. The Learning through Sport programme has been successful in engaging disadvantaged pupils, with a large proportion of the cohort showing increased attendance and motivation within school.

Last year, Orsett Heath Academy set up a well attended breakfast club, which has been highly beneficial to pupils (as demonstrated from both pupil and parent voice feedback). Similarly, the uniform bank has provided much needed support to a significant proportion of families in need. In terms of access to extra-curricular access, 62% of PP students engaged in extra-curricular clubs or opportunities, which enabled them to access an additional qualification (such as first aid). 16% of these pupils were also on student leadership teams within the school. 100% of PP students accessed at least one external trip or visits opportunity throughout the course of the year and 11 of our year 9 PP students took part in the first Duke of Edinburgh cohort. Orsett Heath Academy are proud of this drive to enhance the cultural capital of their PP students and will continue to ensure this is a priority for this academic year of the strategy.

*These results and outcomes mean that we are not, at present, on course to achieve all of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.*

*Our evaluation of the strategies we employed to improve the attendance of disadvantaged pupils suggest that a number of individual pupils made significant improvements. The focus for this year is to make a more comprehensive impact upon targeted cohorts.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Academic catch up sessions	My Tutor (National Tutoring Programme)
Speech & Language Online Therapy	Mable
Counselling sessions	Mable
Reading comprehension	IDL



Maths development	IDL
Vocabulary development	Bedrock Literacy
The Scholar's Programme	The Brilliant Club
Safeguarding	National Online Safety

## Further information (optional)

*Our Pupil Premium Strategy will be supplemented by other intervention and support that is not being funded by the pupil premium or recovery premium. This will include:*

- Embedding more effective practice around feedback, including an initial review of the whole class feedback initiative we have implemented. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- Having secured the DfE training grant, we are training a senior mental health lead and have an action plan in place for implementing the strategies garnered school wide, thus improving our support of the mental health needs of our pupils.*
- Offering our pupils extensive opportunities beyond the classroom, including cultural trips and visits, Student Voice activities and community liaison with the aim of encouraging resilience, motivation and engagement. Disadvantaged pupils will be encouraged and supported to participate.*

*In planning the second year of our 3-year plan, significant adaptations have been made in light of the new DfE guidance. We have used the significant body of material made available through the EEF (including the families of schools database) to ensure that our decisions are based on sound evidence and are contextualised in schools similar to ours. We will use the experience of other schools to guide further development this year and will adjust our plan over time in order to secure better outcomes for the disadvantaged.*

*Through the use of external reports, research and studies, we have committed to extensive research regarding the challenges facing those who are at a socio-economic disadvantage and the outcomes this has on their education. Orsett Heath Academy are committed to regularly monitoring and reviewing in house assessment data and feedback from our QA process to ensure we are diagnosing specific pupil needs and working out which activities and approaches are most impactful within our school.*