

Pupil premium strategy statement – Ormiston Bridge Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 last academic year.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	Year 2 of 3
Date this statement was published	October 1st
Date on which it will be reviewed	October 12th
Statement authorised by	Dan Cundy
Pupil premium lead	Keziah Raphael
Governor / Trustee lead	Rev Ross Gunderson

Funding overview

Detail	Amount
--------	--------

Pupil premium funding allocation this academic year	£28,463 (Secondary) £5,820 (Primary)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,283

Part A: Pupil premium strategy plan

Statement of intent

At our school Pupil Premium Funding is used to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.

This stream of funding ensures that all children at our school have the same opportunities which supports growth and staying safe within the wider community these opportunities include:

- Experiences to offer chances of success (including academic achievement and progress), accreditation and qualifications,
- Exposure to social and cultural experiences,
- Support for good physical and mental health
- Support to develop social and emotion literacy.

Children at Ormiston Bridge Academy have experienced a range of challenges prior to their arrival at our school; many are from complex backgrounds, have underdeveloped literacy and numeracy skills and are disillusioned with education. Typically, children who attend our school have limited social and cultural experiences. As well as other localised issues pertaining to our children's community backgrounds, children are vulnerable to violence, gang-related activity, domestic abuse, and other physical and mental health challenges.

To address the above, our PP strategy is multifaceted, the money we receive supports enrichment and vocational experiences. It is paramount that our children achieve good qualifications whilst being able to develop as individuals who can integrate successfully into modern Britain.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Raising attendance to school will ensure improved outcomes for the most disadvantaged including for PP children. Key guidance setting out how schools and local authorities must take a 'support-first' approach to help pupils and their families to tackle barriers to attendance was made statutory from August 2024. The working together to improve school attendance guidance sets expectations including regular meetings between schools and local authorities to agree plans for the most at-risk absent children. The importance of support for pupils with SEND (Special Educational Needs and Disabilities) and mental ill health (who often need more individual consideration due to wider barriers) asks

	<p>schools, local authorities, and wider services to work together to support these pupils, encouraging early intervention and close working with families to address their individual needs. A school's absence rate is the strongest predictive factor of the progress made by its pupil premium students.</p> <ul style="list-style-type: none"> • 22-23 Whole school attendance was 58% • 23-24 Whole school attendance was 61.6% • Target for 24-25 – 85%
2	<p>Enrichment</p> <p>The most recent 'School inspection handbook' (updated in April 2024) judges schools on the extent to which the school's curriculum and the extent to which all pupils, particularly disadvantaged pupils, including those with SEND, acquire the knowledge and cultural capital they need to succeed in life. It also seeks to judge whether leaders are suitably ambitious for all children and consider their cultural capital when preparing them for the next stage in their education</p> <p>Where children have a less affluent home life, they are less likely to be exposed to a broad range of experiences outside of school and this can limit children's opportunities and aspiration.</p>
3	<p>Outcomes</p> <p>On average, children from a disadvantaged background are less likely to perform well at school compared with their peers, impacting their future life chances. Alongside their education, wide-ranging factors beyond education's remit also impact attainment such as home environment and physical and mental wellbeing.</p> <p>At our school, 25% of disadvantaged pupils achieved grade 5 or above in English and Maths GCSEs in 2022/23, compared with 52% for those not known to be disadvantaged. In 23/24 24% of disadvantaged pupils achieved grade 5 or above in English and Maths.</p> <p>In England, disadvantaged children reach, on average, a lower level of attainment than their peers in English and Maths related subjects.</p>
4	<p>Behaviours</p> <p>Children from low-income families often face significant barriers that can affect their behaviour and academic performance. Meeting individual needs and addressing barriers to learning raise the potential for disadvantaged both in and outside of school thereby supporting increased life chances and potential. Behavioural changes take time to learn and implement and often need rehearsal practice and reflection with support to enable long term sustainable change.</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
<ul style="list-style-type: none"> • Increase attendance to 85%+ • Decrease in behaviours • Increase in children meeting or exceeding target outcomes 	<ul style="list-style-type: none"> • Increasing trend of attendance • Increasing trend of punctuality • Weekly Reward system in place to recognise improvement and engagement
<ul style="list-style-type: none"> • Increase attendance to 85%+ • Increase in children meeting or exceeding target grades • Increase in children taking on ambitious and varied post 16 placements 	<ul style="list-style-type: none"> • Provide a varied and aspirational enrichment curriculum which raises aspiration and attendance to school
<ul style="list-style-type: none"> • Increased outcomes - meeting or exceeding target grade 	<ul style="list-style-type: none"> • Accurate and aspirational targets set for all children from induction to our school. • Universal, targets and individual curriculum pathways provided. • Regular assessment points to track and maintain progress against targets
<ul style="list-style-type: none"> • Reduction in recorded behaviours • Reduction in suspensions • Progress in line with target grades • Less record of anti-social behaviour outside of school 	<ul style="list-style-type: none"> • Universal, targeted and Individual mentoring offered to support excellent behaviour in and out of school

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.

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment <ul style="list-style-type: none"> • Swimming £3,200 • Fulham Football Club £2,280 	<p>There is intrinsic value in offering a range of cultural capital ensures disadvantaged pupils access a rich and stimulating education.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the</p>	All (65)

<ul style="list-style-type: none"> Friday Enrichment Program £7,000 End of term activities £1,200 	<p>associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	
<p>Curriculum</p> <ul style="list-style-type: none"> Vocational taster workshops throughout year £6,200 to support CIAG and applications for college 	<p>Providing vocational experiences can be considered 'early intervention' if commenced before young people are entitled to leave compulsory schooling. These aim to 'stem the flow' to becoming 'NEET' by improving the experience in compulsory education. This is because, as noted in Cede fop (2016) "Compared to prevention, compensation measures are more complex to design and implement. The target group is more heavily disengaged and the gaps to compensate are wider"</p>	All (65)

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> Rewards 2,400 	<p>Attending school regularly is crucial - it positively impacts a child's academic attainment, safety, development, and wellbeing. Children who are not attending school regularly miss chances to learn, to socialise, and to play an active part in their school community Quick-win measurable and child friendly currency in the form of reward vouchers weekly recognise improvement and success and is most likely to have impact in our context.</p>	All (65)
<p>Behaviour</p> <ul style="list-style-type: none"> 2-3 Degrees mentoring 12,000 	<p>Through mentoring, it is possible to target the approach to pupils from disadvantaged backgrounds and those with SEN. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peers can provide a different source of support.</p>	Y11 (22)

Total budgeted cost: £ 34,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Interventions 2023-2024

- Rewards for increased attendance
- Minibus runs daily to support attendance at school
- Enrichment program including swimming and end of term trips and activities
- Uniform and sports kit provided
- Breakfast club daily
- Music therapist one day week throughout the academic year

Outcomes 2023-2024

- 41% of PP children achieved 5 or more GCSEs or equivalent
- 24% of PP children achieved a grade 4 or above in English
- 24% of PP children achieved a grade 4 or above in Maths
- 91% of the whole cohort in EET 2024-2025
- Attendance rose by 3.6% in 22-23 (whole cohort)

Next Steps:

- Further increase attendance to 85%+
- Further increase PP cohort achieving 5 or more GCSE or equivalent
- Increase EET at post 16 to 100%

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
None	None

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
None
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.