



Pupil Premium Strategy Statement 2022-23

Updated: November 2022

Cliff Park Ormiston Academy

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Cliff Park Ormiston Academy
Number of pupils in school	848 (as of November)
Proportion (%) of pupil premium eligible pupils	40.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-3, 2023-4, 2024-5
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr H French
Pupil premium lead	Mr S Sorrento
Governor / Trustee lead	Mrs R Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,800
Recovery premium funding allocation this academic year	£89,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7186
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£421,686

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths and the wider Ebacc. subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers upon entry. Our strategy also recognises the importance of wider educational and enrichment activities outside of the classroom, along with quality CEIAG provision and aims to ensure all students have high quality access to these.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, as well as those who have been identified as having special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching: Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. EEF research demonstrates how this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils at our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress of their disadvantaged peers.

Targeted Academic Support: Our strategy will be responsive to common challenges and individual needs, informed by robust diagnostic assessment and educational research. The approaches we have adopted feed into our waved intervention strategy, and work together to maximise students' progress and attainment. They are systematically reviewed through the academy's ABCD Raising Attainment Plan to ensure that:

- disadvantaged pupils are challenged in the work that they're set
- we act early to intervene at the point need is identified
- all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Wider Strategies: Our strategy is an integral part of our academy's wider plans for education recovery, notably in its targeted support through academic mentors and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

The support of our students' safety and wellbeing is an important aspect of our strategy with a clear support network in place for every student through our pastoral team.

Challenges

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

Challenge number	Detail of challenge
1	Achievement (ADIP 5): On average, pupils eligible for the pupil premium are not performing as well as those who are non-PP in Ebacc subjects. Gaps between pupils eligible for the pupil premium and non-PP in overall Progress 8 and Basics measures are too wide. DisHPA are a particular focus.
2	<p>Quality First Teaching and wider experiences (ADIP 1 & 2): Through our data analysis, observations and discussions with students, lower attaining disadvantaged students lack metacognition and self-regulation strategies and need to build resilience and confidence.</p> <p>We need to ensure that all students receive quality first teaching within the classroom that help develop these skills and have access to wider experiences both inside and outside of the academy that develop cultural capital and raise aspirations.</p> <p>Due to the academy's coastal location, pupils eligible for pupil premium often have low aspirations and have limited access to wider, enrichment activities.</p>
3	<p>Literacy (ADIP 4): The percentage of students achieving expected standard in reading at KS2 is well below national in years 7-9. 39% of year 10 students have a below average reading age when compared with National (average RA of 10 years and 6 months).</p> <p>Average writing age for KS3 students is significantly below average.</p>
4	<p>Behaviour and wellbeing (ADIP 7): The academy continues to embed its behaviour management procedures, enabling all students to learn and remember more. Current data shows that a higher proportion of students eligible for the pupil premium are involved in recorded disruptive behaviour.</p> <p>The academy builds positive relationships with parents/carers to ensure we work in partnership to support students' behaviour and wellbeing.</p>
5	<p>Attendance (ADIP 6): Following a time of significant disruption and erratic attendance caused by the covid pandemic, the academy is focused on ensuring attendance figures reach at least National.</p> <p>Attendance rates for pupil premium students is tracking below non-PP, reducing time in the classroom and increasing the potential for students to fall behind their peers.</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
Achievement: Improved attainment among disadvantaged students across the curriculum at the end of Key Stage 4, with a focus on Ebacc subjects.	<ul style="list-style-type: none"> Close the gap between PP and non-PP students for 4-9 and 5-9 Basics and Progress 8 scores. To achieve a year-on-year increase in the number of PP students entering the full Ebacc.
Quality first teaching: All students receive quality first teaching.	<ul style="list-style-type: none"> Teaching is consistently good across the academy. Teacher reports and class observations suggest disadvantaged students are more resilient, reflective, confident learners. This is supported through homework completion data and, at KS4, intervention attendance/ GCSEPod usage.
Development of cultural capital through wider experiences. All students have access to wider experiences that increase aspirations and wellbeing.	<ul style="list-style-type: none"> The gap between PP and non-PP students' wider cultural experiences is eradicated through academy record checking. Student records show an increased proportion of pupils eligible for pupil premium funding are participating in enrichment activities and after-school clubs with the gap between PP and non-PP closing. All students successfully enrol upon appropriate Post-16 placements.
Literacy: There is a rapid improvement in the average reading age of pupils eligible for pupil premium funding, as well as their standard of extended writing.	<ul style="list-style-type: none"> Embed 'read aloud' and 'disciplinary literacy' strategies across the academy Provide targeted interventions where required Improved reading and writing levels across all year groups, narrowing the gap between PP and non-PP students as evidenced through NFER testing and assessment data.
Behaviour and wellbeing: A reduction in negative behaviour points and suspensions obtained by pupils eligible for pupil premium finding. Achieve and sustain improved wellbeing for all pupils.	<ul style="list-style-type: none"> An increase in Golden Tickets received by pupils eligible for pupil premium funding, commensurate with non-PP students. A reduction in negative behaviour points received by pupils eligible for pupil premium and a closing of the gap between PP and non-PP suspensions. Student questionnaire and focus groups demonstrate sustained high levels of wellbeing.

Attendance: To achieve and sustain improved attendance, in line with National targets.	<ul style="list-style-type: none"> The overall absence rates, PA and punctuality of pupils eligible for pupil premium finding to be in line with improved figures across the academy
---	---

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: £ 67,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working towards consistently good teaching: Implementation of a tiered CPD programme for all staff, utilising in-house, trust wide and external support/courses.	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. EEF-Effective-Professional-Development-Guidance-Report Teaching Standards	1, 2, 3, 4, 5
Purchase of KS3 standardised diagnostic assessments (GL assessments) and training for staff regarding implementation and data analysis.	Standardised tests can provide impartial, reliable benchmarking data that help inform interventions and/or classroom teaching. EEF Blog: Learning recovery and the role of diagnostic... EEF	1, 2, 3
Implementation of academy's 'Guiding Principles' of teaching and learning, including effective use of feedback and, specifically, DIRT.	Providing students with high quality feedback is a well-evidenced and has a high impact on learning outcomes. Feedback EEF	1, 2
Whole school literacy / reading focus embedded across form time and all curriculum areas. This includes staff 'Read Aloud' CPD	Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. Improving Literacy in Secondary Schools EEF Reading comprehension strategies EEF	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Literacy intervention through the purchase of Lexonik.	Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF	2, 3
Working with Regional Lead Practitioners across subjects, particularly in English and Maths to develop SoL sequencing, with a focus upon Mastery Learning.	Mastery Learning ensures students have gained the knowledge and skills required before moving on to the next topic. This ensures a personalised approach is maintained and no student is left behind. Mastery learning EEF	1, 2, 3
Develop metacognitive and self-regulation skills in all students through Form Time and workshops. This will involve ongoing teacher training.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation EEF	1, 2
Implementation of online homework platforms, including GCSEPod (£3440.21) and Seneca Learning (£700)	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework EEF	1, 2
Recruitment of Raising Achievement Mentor and SEND Inclusion Mentor to support the engagement, progress and attainment of identified students. (55,246)	Mentoring has increasingly been offered to young people who are deemed to be hard to reach or at risk of educational failure or exclusion. Mentoring EEF	1, 4, 5

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

Budgeted cost: £ 31,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with external providers (OAKs Training, for example) to offer a bespoke curriculum for pupils whose education has been most impacted by the pandemic. (£14000)	Groups consist of targeted students with a higher-than-normal teacher/pupil ratio. Small group tuition EEF	1

Engaging with 1:1 and 1:3 tuition through UEA (Years 8 and 9) and MyTutor (Year 11) for identified DisHPA students. (£10,000)	On average, one to one tuition is very effective at improving pupil outcomes. Online provision has proven to be effective for DisHPA students who are self-motivated to improve their outcomes. One to one tuition EEF	1, 2
Targeted interventions during Form Time and an extended day, through 'Period 6'. Interventions are lead by existing teaching staff using, in part, 'School led tutoring' funding. (£7,333, 25%)	Programmes that extend school time have a positive impact Extending school time EEF Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF	1, 2, 3

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

Budgeted cost: £ 336,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND team to deliver training to staff to ensure one-page profiles are used to inform teaching and TA support, where available, is used effectively.	Teaching assistants can provide a large positive impact on learner outcomes. Teaching Assistant Interventions EEF	1, 2, 3, 4, 5
Community Leads and Year 11 Pastoral Lead to assist with the day-to-day running of the academy's four Communities.	Community Leads help support students' social, emotional and behavioural needs. Behaviour interventions EEF Social and emotional learning EEF	4,5
Recruitment of Family Support Worker and continued costing of School Counsellor.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF	1, 2, 4, 5
Recruitment of external Level 6 Careers Advisor to ensure all Year 11 students have a 1:1 careers interview.	Aspiration interventions EEF	1, 4, 5

Purchase and whole-school implementation of online Careers platform, Unifrog.		
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. (£21,071)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improving School Attendance</p>	5
Contingency fund for acute issues. (£8000)	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.	1, 2, 3, 4, 5

Total budgeted cost: £ 435,878

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 2021 to 2022 academic year.

Intended Outcome	Commentary and RAG rating
Disadvantaged students perform as well as their peers in English and Maths GCSE and in comparison, to National Outcomes	2022 GCSE Overall P8 -0.40 (PP -0.79). National other (nonDis) +0.15.
Disadvantaged students achieving 95% attendance and over	End of 2021-22 PP 82.96% Non PP 91.27%
In all behaviour measures, the gap between PP and non-PP students has narrowed	Following appointment of a new Principal, revised behaviour procedures were implemented from March 2022. Across the measures, the gap is shown to be broadly closing over a 4-month period (April 2022-July 2022).
Disadvantaged students receive financial support for all visits, cultural activities and enrichment activities in order to increase access.	Subsidised costing for trips (Year 7 Africa Alive whole-year group trip, for example). NEACO funded activities/CEIAG related trips carried out in Years 9-11.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	MyTutor
Student revision/study app	GCSEPod
Raising Achievement Workshop	Maximize Your Potential

Service Pupil Premium Funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

What was the impact of that spending on service pupil premium eligible pupils?	n/a
--	-----