

# Pupil Premium Strategy Statement

This document reflects year 1 of a new three-year strategy.

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ormiston Ilkeston Enterprise Academy
Number of pupils in school	979
Proportion (%) of pupil premium eligible pupils	46.7%
Academic year/years that our current pupil premium strategy plan covers	2024/25– 2026/27 (Year 1)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Leach (Head of School)
Pupil premium lead	K Cowling (Assistant Principal/DSL)
Governor / Trustee lead	H Morland (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£409,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£409,850

## Part A: Pupil premium strategy plan

### Statement of intent

At OIEA, we believe that all children are entitled to the very best breadth and depth of provision irrespective of their background and are supported to make excellent progress.

All students follow an ambitious and coherently planned knowledge rich curriculum that is well sequenced and supported by a varied and rich co-curricular offer, which together provides them with the knowledge and cultural capital they need to succeed in life.

Our ultimate objective is that no child is left behind socially or academically because of disadvantage. We strive to remove barriers to learning whilst raising lifelong aspirations and narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.

We believe educational disadvantage includes all pupils whose achievement is at risk because of the impact of their social and economic circumstances. These circumstances can include factors such as aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations like diet, emotional support and living conditions. We therefore take educational disadvantage to incorporate all pupils who are vulnerable, including children with social workers and young carers, whether or not they are in receipt of the Pupil Premium, and whether or not they are classified as high or low prior attaining.

Our Pupil Premium Strategy aims to address the main barriers our students face and through rigorous tracking, careful planning and targeted support and intervention, provide all students the access and opportunities to enjoy academic success and more. To achieve this it is important that all of our teaching, pastoral and support staff understand the challenges that some of our students face, and they recognise their responsibility in addressing them.

To achieve our objectives we will focus on the following –

- Provide all teachers with high quality personalised CPD to ensure that all pupils access effective quality first teaching across the Academy. Research suggests that teaching is the greatest lever in improving outcomes.
- Provide targeted intervention and support to quickly address identified gaps in learning, especially in addressing low literacy levels which is a limiting factor on students being able to access the curriculum.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate social, emotional and mental health support to enable pupils to access learning within and beyond the classroom and to develop resilience and ability to look after their own MHWB.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low levels of literacy</b></p> <p>Baseline assessments, learning walks, observations and discussions with pupils, indicates that disadvantaged pupils continue to have lower levels of literacy than their peers.</p> <p>Standardised reading and baseline assessments, observational data from classroom visits and discussions with pupils indicate that disadvantaged pupils' reading ability and comprehension is significantly weaker than their non-disadvantaged peers.</p> <p>NGRT results in 2024 suggests that % of disadvantaged students are below chronological reading age compared to % of non-disadvantaged students.</p>
2	<p><b>Low attendance of PP pupils</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is significantly below that of their peers. School attendance is below national average. Students who don't attend cannot learn, they therefore develop more gaps in their knowledge which results in poor outcomes.</p>
3	<p><b>Increased Social, Emotional, and Mental Health Concerns.</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. Disadvantaged students score more negatively in their PASS survey compared with their peers.</p>
4	<p><b>Underachievement at KS2 and KS4</b></p> <p>PP Students arrive with less knowledge than their peers as evidenced through GL assessments and SAT data.</p> <p>The Matthew effect is then observed with KS4 performance gaps widening for both attainment and progress</p>
5	<p><b>Engagement and motivation concerns</b></p> <p>Observations from lesson and tutor group visits highlights an issue with some disadvantaged pupils not fully participating in their learning, such as taking longer to settle to activities, having less pride in their work, completing less work and lacking the resilience and Perseverance to challenge themselves. Disadvantaged students receive disproportionately more C1's C2,s and suspensions.</p> <p>This observational and quantitative evidence suggests that keeping all our pupils focused on their learning is a top priority for our professional development.</p>
6	<p><b>Home Conditions</b></p> <p>A high number of our disadvantaged students are still in receipt of free school meals and have been for the duration of their school</p>

	<p>career. Many of our students don't enjoy the luxuries that many others do be it their diet, nutrition, cultural capital experiences, boundaries or internet access.</p> <p>OIEA has very high number of students who are open to external agencies, including on Child in Need and Child Protection Plans.</p> <p>Almost all of these students are PP.</p>
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## 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
Improve literacy levels (reading, writing and oracy) so that pupils are able to access the whole curriculum.	<ul style="list-style-type: none"> <li>- Reading assessments demonstrate that the percentage of PP students reading below their chronological age will continue to decrease.</li> <li>- The gap between disadvantaged and non-disadvantaged closes year on year. (Reading age and SAS)</li> <li>- Attainment for disadvantaged pupils in GCSE English Language in line with non-disadvantaged pupils.</li> </ul>
Improve attendance levels and to ensure that attendance of disadvantaged students is in line with non-disadvantaged students.	<ul style="list-style-type: none"> <li>- Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages.</li> <li>- The gap between disadvantaged pupils and their non-disadvantaged peers will close.</li> <li>- Persistent absence among disadvantaged pupils no more than %</li> <li>- For school attendance to be above comparative schools (similar disadvantage)</li> </ul>
Provide meaningful support to pupils with Social Emotional Mental Health problems and achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>- PASS survey data to suggest PP students feel more positive about school than they did in previous years.</li> <li>- Difference between PP student and Non PP student attitudes to reduce.</li> </ul>
High level of participation in learning in all lessons across the academy.	<ul style="list-style-type: none"> <li>- Reduced C2 lesson removals for PP students.</li> <li>- Increased number of CARE points for PP students</li> <li>- Survey results from pupils show that PP students are engaged with their learning in a similar way to Non PP and more so that PP students were previously.</li> </ul>

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	<ul style="list-style-type: none"> <li>- For the main performance gaps (attainment, progress and basics) between disadvantaged and non-disadvantaged to close year on year.</li> <li>- Progress, attainment and basics data to be increasing each year for disadvantaged students.</li> <li>- GL assessment data at KS3 to continually improve year in year and for any performance gaps to decrease.</li> </ul>
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### 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

Budgeted cost: £362,408.95

*Staffing Costs including:*

*Pastoral Assistant x 2*

*Literacy Co-ordinator*

*Assistant Principal T & L*

*Learning Zone Mentor*

*HLTA*

*SENCo*

*Assistant SENCo*

*Head of House x 4*

*Attendance Officer x 2*

*Deputy DSL*

*Safeguarding Officer*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. Provide training so all staff understand the challenges and the school's strategy.	Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers' practice in the classroom.	1,2,3,4,5,6

<p>Personalised CPD for teaching staff through Instructional coaching. We will use regular observation and feedback cycles based on instructional coaching to develop teachers' ability to present new material effectively, model and guide high quality independent practice.</p>	<p>EEF research suggests improved feedback may lead to pupil progress gains of up to 8 months.</p> <p>Sutton Trust 2011 report states that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>1 and 4</p>
<p>Monitor, develop and improve the quality of teaching and learning to ensure CPD is targeted to meet the needs of staff through whole-school and faculty based CPD.</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD.</p>	<p>1, and 4</p>
<p>Develop and improve staff understanding of social, emotional and mental health issues</p>	<p>Research suggests teachers want training on how to identify and provide early support for students who are struggling, without taking on the perceived role of a therapist. It also suggests the strong need for practical, interactive and expert-led training that provides resources that can be adapted to individual settings.</p> <p>Lucas Shelemy, Kate Harvey &amp; Polly Waite (2019) Supporting students' mental health in schools: what do teachers want and need?, Emotional and Behavioural Difficulties, 24:1, 100-116, DOI: <a href="https://doi.org/10.1080/13632752.2019.1582742">10.1080/13632752.2019.1582742</a> (<a href="https://www.tandfonline.com/doi/abs/10.1080/13632752.2019.1582742">https://www.tandfonline.com/doi/abs/10.1080/13632752.2019.1582742</a>)</p>	<p>3</p>

<p>Develop whole school strategies and improve the subject-specific teaching and support of reading, writing and oracy in all lessons. We will focus on the development of oracy and the teaching of reading and vocabulary first. We will use professional development time to develop teachers' knowledge and skills.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p> <p>There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE.</p> <p>EEF recommends that teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.</p>	<p>1,2,3,4,5 and 6</p>
<p>Use of standardised diagnostic assessments.</p>	<p>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></p>	<p>1,2,3,4,5</p>
<p>Go4Schools</p>	<p>Data platform allows all stakeholders to engage in students data having it all in one place to support teachers to identify trends/patterns to support the children they teach.</p>	<p>4</p>
<p>All pupils in years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading ability</p>	<p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE.</p>	<p>1,2,3,4,5 and 6</p>

## Targeted academic support

Budgeted cost: £38,483.22

*Sparx Learning Maths Homework*    £934.00

*Sparx Learning Reading*        £1,868.00

Staffing (Maths Tutor, Community Tutor and Behaviour Mentor)  
Go4Schools £1,397.73

£34,283.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions for low attaining disadvantaged pupils.	EEF research indicates that the average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.  EEF research indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,2 and 4

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

Budgeted cost: £43,241.33

Careers Guidance Provision £2,720.28  
EduKey Provision Maps & School Robins £1,120.80  
Breakfast Club Supervisor £1,358.86  
Class Charts £2,810.76  
Support for Trips/Uniform £35230.63  
Scarborough House - Manager  
Scarborough House - Learning mentor  
Careers Tutors x 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision within Scarborough House	Disadvantaged students are 4 x more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.	1,2,4,5 and 6



Targeted support and interventions delivered by the Attendance and HOH team		2, 3, 5
Offer bespoke SEMH interventions through the Student Support Centre	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	3
Careers Package – Unifrog	All pupils are entitled to careers support and help guide students to their next destinations. Pupils who have a plan for their future are more likely to engage in their learning.	2,3,4,5
Contingency fund for issues that occur throughout the year.	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.	1,2,3,4,5
Developed support for school uniform	There has previously been a high spend on uniform for PP, therefore a uniform 'swap shop' will be developed for students and parent/carers to use, and develop the community ethos of the academy	2,3,5
Access to FSM	Developed tracking and monitoring of students' access to FSM including breakfast club, with Pastoral staff supporting students who are not claiming their daily meal	1,2,3,4,5 and 6

### Total budgeted cost:

	Budgeted cost
Teaching	£328,125.45
Targeted academic support	£38,483.22
Wider strategies	£43,241.33
Total budgeted cost	£409,850

## 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 2023 to 2024 academic year.

- GL Assessments carried out to assess, identify and monitor progress of all students with a focus on PP students starting point and progress over time. Assessments include English, Maths, PASS, CAT testing and reading age. Data used to identify PP students working below targets to ensure QFT and informed interventions take place as appropriate.
- KS4 English and Maths tutoring provided bespoke intervention to year 11 pupils working below expected with 72% of year 11 pupils receiving additional tutoring in CORE subjects. In term 3 & 4 Maths tutoring was received by 48 year 11 pupils. In term 3 English tutoring was received by 88 year 11 pupils. Pupils attending Maths intervention improved their raw score up to 12 points between mock papers, 33% making a full grade's improvement. Pupils attending English intervention improved, on average, by 0.3 of a grade between mock language papers.
- Learning Zone provision utilised to help support disadvantaged students in core subjects, 27 students, across 4 option blocks, access this provision currently.
- All PP students provided breakfast before examinations to try and facilitate best grades possible.
- All PP students attended a careers meeting to support next steps, work has already started on ensuring the same happens this year. (95% of year 11 PP pupils have a post-16 placement agreed; 53.3% School Sixth Form; 19% Sixth Form; 23.9, other education destination, 3.8% employment)
- Attendance procedures with a focus on PP students has improved attendance from 80.7% in 21/22 to 81.67 in 23/24 last year.
- PP student access the same enrichment activities as their peers and have an automatic reduction in price so do not have to make contact with school to share their economic difficulties.
- Similar processes are in place for payment of music lessons (36 pupils), ingredients needed for food technology (all pp pupils in KS3 have their ingredients supplied), the purchase of school uniform and access to free revision guides.
- Subject Knowledge is prioritised as part of weekly Faculty / Subject meetings in addition to bespoke courses such as Maths Hub. Lead practitioner support is accessed for almost every subject with their expertise used to develop and coach our teachers. We currently work with

10 LP's across 10 different subjects. (English, Maths, Science, Geography, History, Sport, DT, Dance, Music and MFL)

- An instructional coaching program has been developed and introduced. 9 members of staff have been through the first coaching cycle with half continuing during phase 2. Step Lab has been purchased to help track and develop coaches and those being coached. 291 drop ins were completed across the third term with feedback given.(1000 in total YTD)

- CPD is prioritised at OIEA. Subject leader development sessions are held weekly that focus on the domain specific skills they need to succeed in their role.

- Teaching Assistant CPD is held fortnightly with additional bespoke external qualifications completed each academic year including; HLTA, Level 3 TA, ASD & ADHD courses.

- Pastoral development sessions are also held weekly to ensure all student facing staff continue to evolve and become better practitioners. The NPQ for behaviour is offered in addition to attendance at the OAT behavior network and Diana bullying award training.

- The SEND Register has increased by 14% from 2022 to 2023 (166 pupils), with 63.7% of those additionally being pupil premium. The most significant need in the Academy for those on SEN Support is SEMH needs (37 pupils) (many of whom will be diagnosed with ASD or ADHD in due course), and the most significant need for pupils with EHC Plans is Autism Spectrum Disorder (16 pupils).

- An overview of interventions has been created which outlines the 'what' and 'why' behind each intervention. Impact of each assessment is measured and recorded at appropriate times throughout the year. Including: Literacy, toe by toe, precision teaching, Power of 2, Phonics, Communication (ELKLAN), Handwriting, typing, Strengthening Minds, Lexonic Leap and Lexonic Advanced, etc.

### **Outcomes:**

Projected P8 increase by 0.1 compared to 2023

Attainment was in line with 2023, however the 2024 cohort had a lower starting point therefore making greater progress than the 2023 cohort.

Basics 5+ data increased by 10.5%, with increases for Disadvantaged (4%);

Projected progress 8 in English has improved for whole cohort (0.07); Disadvantaged (0.07);

Projected progress 8 in Maths has improved for whole cohort (0.3); Disadvantaged (0.32);

### **Behaviour:**

· 79 students suspended in 22/23 68 students were PP.

· 79.7% of suspended students were PP up from 69.1% in 22/23.

· PP students reward points increased to 91371 in 23/24 from 49737 in 22/23.

- Non-PP reward points also increased to 82164 in 23/24 from 69470 in 22/23.
  - PP students total behaviour points decreased from 28379 22/23 to 23048 in 23/24
  - Non-PP students total behaviour points also decreased from 26247 22/23 to 18531 23/24.
- Scarborough House supported 26 students in 23/24 19 of these students were PP
- 14 of 19 PP students had successful placements either finishing Y11 or reintegrating back to main site lessons.
  - Significant improvement on behaviour and attendance for 14 of these vulnerable PP Students

### **Attendance:**

PP attendance was 81.67% and non PP was 91.63 % resulting in an attendance gap of 9.96 %. This is less than the 12.19% gap in 2022-2023.

PA for PP students was 52.75% and None PP was 28.40% Resulting in a gap of 24.35% This is 8.14% less than 2022-2023

SA for PP students was 12:08% and None PP was 3% Resulting in a gap of 9.08% -

Key actions from an attendance point of view for PP students included:

Attendance challenge - these were the first cohort of students who took part in this initiative with all but 1 increasing attendance

Home visits took place on first day

Attendance phone call property to PP students

Support with Uniform and transport costs to school for PP students

Tutor check in for students when returning from absence with a positive spin

Breakfast support for students who were not eating at home