

Lift Schools documents

Pupil Premium Strategy Statement

Domain of application	North Ormesby Primary Academy
Review cycle	Annual
Approved by	Craig Nicholson, Regional Education Director
Date of last review	July 2024
Date of next review	July 2025

Pupil premium strategy statement – North Ormesby Primary Academy

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	243
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Pupil premium lead	Helen Charlton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,766
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 (enter £0 if not applicable)	£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>	£146,766

Part A: Pupil premium strategy plan

Statement of intent

Our mission is “to gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives” and our vision is that “each and every child is inspired to choose a Remarkable life”.

The effective use of Pupil Premium Grant (PPG) encompasses all elements of our mission, vision and core values. ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs.

We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

At our academy we work within the following key principles:

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching and learning programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication barriers

2	High proportion of children with English as an additional language or 'International New Arrivals'
3	Poor attendance rates and high persistent absence
4	High levels of deprivation - large child protection workload, SEMH support for children and families, food support
5	Experience deficit - few other experiences outside of family home or close proximity
6	Historically low attainment levels on entry, significantly below the national average/expectation
7	Continuously rising mental health issues

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
Improved language skills for PP children	Consistently high rates of children at expected level for Communication and Language in EYFS
Increased rates of progress for PP children who are below peers nationally	PP children achieve the ARE in reading, writing and maths in KS2 Progress of PP children exceeds that of the non-PP nationally
Attendance for PP children is above national	Attendance rates in all year groups is above national

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Smaller class sizes	<p>To ensure both the academic and pastoral needs of all children are met effectively which in turn produces better outcomes</p> <p>Reducing class size Low impact for very high cost based on extensive evidence</p> <p>Phonics High impact for very low cost based on extensive evidence</p>	1, 2, 6
Reading comprehension strategies	<p>To develop the skills and strategies children use when tackling comprehension questions based on their reading</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p>	1, 6
Using technology - 1:1 iPads	<p>To give every child the chance to have their learning needs met - to help develop collaboration, feedback, communication, creativity and productivity.</p> <p>Collaborative learning approaches High impact for very low cost based on limited evidence</p>	1, 6

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions/provisions	<p>To provide extra provision to ensure all children make solid progress; ensuring children are 'keeping up', not 'catching up'</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p>	1, 6
Lunchtime provision	<p>To improve the social skills and behaviours of children. To support those with additional needs and provide a provision that suits every child.</p>	1, 4, 7

	<p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> <p>Feedback Very high impact for very low cost based on extensive evidence</p>	
Trips and Visits	<p>To improve the social skills and behaviours of children. To support those with additional needs and provide a provision that suits every child.</p> <p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> <p>Feedback Very high impact for very low cost based on extensive evidence</p>	1, 4, 7
Voice 21 programme	<p>To develop an oracy rich environment that supports vocabulary development and word ownership</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence</p>	1, 2, 6

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging Parents and carers	<p>To help equip parents with the skills they need to support their children at home, encouraging attendance</p> <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p>	3, 6
The NOPA 'Remarkable Minds' package	<p>To ensure the social, emotional and mental health needs of all children are met</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p>	4, 7
After school clubs	<p>Extend the curriculum and experiences for children at NOPA</p> <p>Extending school time Moderate impact for moderate cost based on limited evidence</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence</p>	6, 7
NOPA food & clothing bank	<p>To provide families with basic support to help with their standard of living.</p>	4

Having a school Safeguarding, Attendance and Family Support Lead	To reduce the pastoral workload of teaching staff and to support the non-academic needs of our children and their families. To support children and families involved in Child Protection. To effectively monitor and be proactive in improving school attendance and to ensure safeguarding is effective at all times.	3, 4
Breakfast Clubs	To provide all children with a nutritious breakfast at the start of the day	4

Total budgeted cost: £ 226,674

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

North Ormesby Primary Academy (NOPA) is smaller than the average-sized primary school. Currently, 266 pupils are on roll, including a 26-place Nursery. This number fluctuates on a weekly basis due to the high mobility rates, with pupils joining at various points throughout the year. The academy is aiming for ambitious targets in 2028, looking to achieve 90% in phonics, Chronological Reading Age and KS2 outcomes for all pupils.

Attainment measures 2023/24

<i>EYFS</i>	<i>GLD for all pupils</i>	<i>GLD for PP pupils</i>	<i>GLD for Non PP pupils</i>
	70%	79%	62%

We will engage in the Voice 21 programme to develop children's oracy skills and continue to close the vocabulary gap.

<i>Year 1 Phonics</i>	<i>Expected standard for all pupils</i>	<i>Expected standard for PP pupils</i>	<i>Expected standard for Non PP pupils</i>
	87%	83%	83%

We will continue to fund smaller class sizes in KS1 to support children's progress in reading.

We will continue to work with our phonics provider to support CPD for new staff, ensuring that children make a strong start, particularly in Reception.

<i>KS2 SATS</i>	<i>Expected + for all pupils</i>	<i>Expected + for PP pupils</i>	<i>Expected + for Non PP pupils</i>
<i>Reading</i>	74%	68%	84%
<i>Writing</i>	77%	63%	100%
<i>Maths</i>	77%	68%	92%
<i>Combined</i>	66%	55%	77%

We will continue to provide 1:1 iPads for children to engage in learning at home and use Apps such as Century and TTRS that provide bespoke learning opportunities for children.

Intended Outcomes: Progress to date

- 78% of PP children achieved both ELGs for Communication and Language
- 83% achieved the expected standard in the Phonics Screen Check compared to 47% in 2021/22
- An increase in the percentage of children achieving RWM combined in KS2 - 55% 23/24 compared to 47% in 22/23
- 68% achieved reading in KS2 SATS compared to 58% in 2023
- 46% of children reading at Chronological Reading Age (CRA) in 2024 compared to 42% in 2023 and for 44% all pupils for 2024
- An increase in attendance rates: 95.2% attendance compared to 94.8% in 2022/23
- Increased attendance at breakfast and after school clubs
- Behaviour incidents at unstructured times

We will continue to focus on attendance of PA groups and use our monitoring systems to identify target groups.

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

Service pupil premium funding (optional)

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

N/A
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.