

Pupil Premium Spending Review 2023-24

What is Pupil Premium?

Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. At Sandymoor Ormiston Academy, we have high expectations of all learners and live out our vision and values of Ambition, Resilience, Pride and Social Action on a daily basis.

The Pupil Premium is a government initiative providing additional funding to schools to raise the attainment of children from disadvantaged backgrounds and close the gap between them and their peers. Nationally, statistics indicate that pupils in receipt of free school meals don't achieve as well as other pupils.

The additional funding received by the school is based upon the number of pupils eligible for free school meals at any time in the preceding six years, which the Department for Education uses as an indicator of disadvantages. Schools also receive funding for children who have been looked after, adopted children and children of service personnel. The aim of this funding is to enable schools to provide direct, appropriate support for these pupils.

The Pupil Premium rates are £1050 for each eligible pupil, £2570 for those who have been looked after or previously looked after and £340 for children of members of the armed forces.

How did the funding improve our pupils' life chances?

£177,300 was allocated for the academic year 2022-23.

Context

Pupil absence relating to Covid-19 and subsequent anxiety and mental health led to an increased concern with regard to a continuation of emotional based school avoidance for 2023-24. The context of Halton can be found [here](#)

Barriers to future attainment (for pupils eligible for PP including high ability and SEND) that were considered																																														
In-school barriers (issues to be addressed in school, such as poor literacy skills)																																														
	Quality of Teaching and Learning to support better literacy skills and improve the overall progress of disadvantaged students																																													
External barriers (issues which also require action outside school, such as low attendance rates)																																														
	The attendance of disadvantaged students, including the number of disadvantaged students persistently absent / EBSNA																																													
	Mental Health and emotional resilience of our young people; especially our disadvantaged pupils – with particular regard to the impact of social media																																													
	Desired outcomes from spend	Impact measured																																												
A, B & C	<p>Deliver consistent, high quality teaching in the first instance</p> <p>Targeted interventions ensure disadvantaged students make progress in line with other students nationally.</p> <p>Every teacher effectively uses assessment information to plan learning which fully meets the needs of all groups of disadvantaged students, including PP and SEND PP.</p>	<p>Progress of disadvantaged students to improve in each P8 element:</p> <p>Similar P8 as last year (-0.5 in 2023) to -0.44</p> <ul style="list-style-type: none"> •9-4 basics dropped slightly from 61% to 54% •9-5 basics stand at 41% from 38.6% •Decrease in P8 and basics for disadvantaged pupils. P8 has dropped from -0.46 to -1.07. 4+ has dropped to 7% from 37.9% and 5+ has dropped from 24% to 17% •P8 for SEND but improvement in basics for SEND pupils. P8 has improved from -0.98 to -0.47. 4+ has risen from 37.9% to 41% and 5+ has increased from 24% to 50% <table border="1"> <thead> <tr> <th></th> <th>Overall P8</th> <th>Dis P8</th> <th>SEND P8</th> </tr> </thead> <tbody> <tr> <td>All 2023</td> <td>-0.5</td> <td>-0.46</td> <td>-0.98</td> </tr> <tr> <td>All 2024</td> <td>-0.44</td> <td>-1.07</td> <td>-0.47</td> </tr> <tr> <td>Maths 2023</td> <td>-0.33</td> <td>-0.22</td> <td>-0.43</td> </tr> <tr> <td>Maths 2024</td> <td>-0.47</td> <td>-1.18</td> <td>-0.76</td> </tr> <tr> <td>English 2023</td> <td>-0.38</td> <td>-0.34</td> <td>-0.88</td> </tr> <tr> <td>English 2024</td> <td>-0.57</td> <td>-1.15</td> <td>-0.4</td> </tr> <tr> <td>EBacc 2023</td> <td>-0.38</td> <td>-0.27</td> <td>-0.84</td> </tr> <tr> <td>EBacc 2024</td> <td>-0.18</td> <td>-0.61</td> <td>-0.1</td> </tr> <tr> <td>Open 2023</td> <td>-0.5</td> <td>-0.76</td> <td>-1.37</td> </tr> <tr> <td>Open 2024</td> <td>-0.62</td> <td>-1.4</td> <td>-0.76</td> </tr> </tbody> </table>		Overall P8	Dis P8	SEND P8	All 2023	-0.5	-0.46	-0.98	All 2024	-0.44	-1.07	-0.47	Maths 2023	-0.33	-0.22	-0.43	Maths 2024	-0.47	-1.18	-0.76	English 2023	-0.38	-0.34	-0.88	English 2024	-0.57	-1.15	-0.4	EBacc 2023	-0.38	-0.27	-0.84	EBacc 2024	-0.18	-0.61	-0.1	Open 2023	-0.5	-0.76	-1.37	Open 2024	-0.62	-1.4	-0.76
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		<p>Improvements seen in confidence of pupils with reading including improvements in reading ages following our 'Reading for Betterment' strategy – click link for evidence of impact</p> <p>SEND and disadvantaged students were supported through tutoring in Mathematics and Science both on a one to one and in small groups. Pupil voice indicates this support helped with their confidence and performance.</p> <p>CPD for staff has been improved with the introduction of co-planning and disaggregation of planning for personal development. Adaptive teaching strategies have been shared widely and led by lead practitioners from OAT. Ofsted reported 'CPD is having tangible impact on reading across the school' April 2024</p> <p>The benefits of this have been evidenced by:-</p> <ul style="list-style-type: none"> • The overall effectiveness of our CPD offer has improved to include more time with lead practitioners • Edurio staff survey results found that 95% of staff (above OAT benchmark) felt leaders actively worked to address their professional needs • 14% more of our staff compared to the OAT benchmark reported they felt they had good professional support / career opportunities
D	<p>Rates of attendance for disadvantaged students, including those persistently absent.</p>	<p>Attendance was around national average when compared to published data for academic year 2023-24 on a term by term basis (DfE data)*. This data source states that attendance was 89.8% across all schools in the week commencing 15 July 2024.</p> <p>This data release covers the full 2023/24 academic year, up to 19 July 2024.</p> <p>Across the academic year 2023/24, 36.3% of pupils missed 10% or more of their possible sessions and are therefore identified as persistently absent.</p> <p>There were 17 students classed as severely absent throughout last year, 14 of these were linked to anxiety/emotional based school avoidance/mental health and 2 were due to a diagnosed medical condition. Out of these 17 students, 9 were disadvantaged. 7 of these students (41%) were in year transfers.</p> <p>Whole school attendance for the year was 91.56% (removing leavers) and 90% with leavers remaining in the data. National average was 89.8%*</p> <p>For FSM pupils was 86.9%, significantly affected by year 11 FSM attendance which was 71% and CLA which was 41%. National average was 88% overall</p> <p>SEND support attendance was 86.2%. National average was 89.1%</p> <p>SEND E attendance was 78.77%. Significantly affected by year 8 at 65.44% and year 11 which was 68.04% National average was 89.1%</p>

		<p>PA figures as of July 2024 was 21.4%. For disadvantaged students PA = 57.3% and SEND = 45.83%</p> <p>*National average from DfE reports are only available for primary schools as equivalent figures for state-funded secondary schools are affected by some schools offering different provision for year 11-13 students and are therefore not summarised here. According to the DfE</p> <p>Any pupil with attendance of concern has a case-study to show evidence of impact of strategies and underlying barriers to attending school. 4 EHCP students had low attendance for various reasons (2 with significant medical needs) and were supported through the LA – there are 4 students with poor attendance that EHCP applications have been submitted.</p>
E	<p>Mental Health and emotional resilience of our young people; especially our disadvantaged pupils</p> <p>Improve the offer of enrichment to all students, especially disadvantaged students.</p>	<p>An additional day of counselling provided support for students who struggled with emotional and social difficulties. This enabled us to maintain higher than average attendance (compared with national average and the trust).</p> <p>Fixed term exclusions have dropped from 91 in 2022-23 the previous year; 57% of which were in-year admissions / fair access placements to 47 at the end of 2023-24. Out of the 47 students suspended in 2023-24; 24 (51%) were in-year admissions / fair access placements.</p> <p>There were four permanent exclusions in 2023-24 (0.6%) (3 x SEND and 1 non-SEND). There were 5 the year before.</p> <p>We increased the number of qualified Mental Health First Aiders to increase capacity through Halton’s training scheme. We have 26 members of staff that are level 3 safeguarding trained.</p> <ul style="list-style-type: none"> ▪ 522 students completed the OAT SG survey, 94% of students stated they understood what to do if they / their friend was being bullied or at risk. ▪ 90% of students stated they knew who to speak to regarding HSB and knew the dangers of taking illegal drugs and alcohol. <p>Student leadership/enrichment played a prominent role through the year and we have worked hard to develop the types of clubs/visits/awards to engage the most disadvantaged students, for example:</p> <ul style="list-style-type: none"> • Duke of Edinburgh –45% of year 10 achieved their bronze award and 18 year 10 students (17%) went on to complete their silver award. 25% of year 11 students achieved their silver award • 9 students engaged throughout the year with weekly sessions provided by Warrington Youth Rowing club

Reading for betterment strategy got more students reading for pleasure, as well as improving reading ages, this alongside our literacy interventions yielded significant impact e.g IDL and Lexonik across 2023-24:

Year 7 identified 34 students / 29% of cohort.

27 students participating in reading intervention

11 IDL – **Impact:** average 18 months gain in reading age after 9 months

8 Lexonik advanced – **Impact** average 35 months improvement

- 1st ~~cohort~~ ~~first cohorts~~ = 15 months 13 SAS
- 2nd cohort = 14 months 7 SAS

Year 8 identified 26 students/ 25% cohort. Intervention cohorts in each year group:

31 students participating in reading intervention

11 IDL – **Impact:** average 11.5 months gain in reading age after 3rd assessment in July.

20 Lexonik advanced – **Impact** average 25 months improvement

- 1st ~~cohort~~ ~~first cohorts~~ = 38 months.
- 2nd cohort = 37 months
- 3rd ~~Second cohort~~ ~~cohort~~ = ~~8 students~~ ~~assessed in July 23.~~ 13 months
- 4th cohort = 16 months
- 5th cohort = 33 months average 12 SAS
- 6th cohort = 33 months average 11 SAS
- 100% of Lexonik students increased SAS scored on NGRT June 23.

Year 9 identified 18 students (14%) of cohort (below chronological age).

26 students participating in reading intervention

14 – IDL - **Impact:** average 20 months gain in reading age after 3rd assessment in July.

12 Lexonik – ~~first cohort incomplete~~ – **Impact:**

- 1st cohort = 16 months.
- 2nd cohort = 59 months
- 3rd cohort = 23 months

Year 10 - 11 students (11%) of cohort (below chronological age).

2 re-tested. Matching chronological age. Removed from intervention cohort.

24 students participating in reading intervention.

8 students IDL - **Impact:** average 14 months gain in reading age after 3rd assessment in July.

Two students graduated from cohort, reading and spelling age matching chronological age.

16 students Lexonik - **Impact:**

- 1st cohort = 34.5 months

- 2nd cohort = 52 months
- 3rd cohort = 30.5 months
- 4th cohort = 93.75 months
- 5th cohort = 30 months 10 SAS

Year 10 - 25 students (21% of cohort) (below chronological age)

6 students IDL - **Impact:** average 16.8 months gain in reading age after 3rd assessment (in 10 months). One student graduated Reading and spelling ages in line with chronological age. One student left the school.

13 Lexonik - **Impact:**

- 1st cohort = 62 months
- 2nd cohort = 67 months
- 3rd cohort = 52 months

Student voice random sample (120 students) - Nov 23

- 84% year 7 read for pleasure at home (frequently 54%, 30% sometimes).
- 69% year 8 read for pleasure (frequently 46%, sometimes 23%)
- 76% year 9 read for pleasure (36% frequently, 40% sometimes)
- 76% year 10 read for pleasure (24% frequently, 52% sometimes)

‘Students have a wide range of vocabulary and understanding of disciplinary literacy, and can apply this in writing and orally’ Ofsted April 24

‘Students enjoy their reading interventions’ Ofsted April 24

% of students who read frequently or sometimes at home (year 7-10 collated average = 76.25%) is significantly above national average of 43.4% (National Literacy Trust data 2023) Student voice Dec 23

Engaged with other OAT schools/competitions such as OAT Sports Cup & Ormiston’s Got Talent

Enrichment Figures									
	Dec-21	Dec-22	Dec-23		Sep-23	Feb-24	Apr-24	Jun-24	Jul-24
Attended enrichment clubs	58.00%	61.60%	66%		65%	69%	70.50%	74.00%	73.00%
Attended at least 3 enrichment clubs							60.00%	60%	63%
SEND	56%	64%	67%		67%	74%	79%	77.40%	80%
E	62%	76%	50%		50%	75%	70%	70.50%	76%
K	63%	65%	70%		70%	74%	80%	79%	80%
PP	45%	55%	52%		58%	58%	65%	65%	68%
CLA	52%	68%	100%		100%	100%	100%	100%	100%
Y7	53%	70%	73%		73%	79%	79%	72%	80%
Y8	40%	44%	59%		56%	60%	65%	70%	70%
Y9	34%	65%	57%		59%	60%	64%	65%	65%
Y10	36%	39%	46%		46%	48%	53%	44%	55%
Y11		69%	87%		86%	90%	91%	93%	93%

Categories of clubs	Apr-24			Jul-24		
	Clubs	Total sessions	Proportion of total clubs	Clubs	Total sessions	Proportion of total clubs
COO - Cooking	2	71	1.1	2	71	0.9
DofE - Duke of Edinburgh Awards	3	493	8.2	3	663	8.7
ECO - ECO and environment	1	19	0.3	1	94	1.2
GAM - Games and Gaming	2	21	0.4	2	18	0.2
MHW - Mental Health and Wellbeing	9	2114	35.8	9	2379	31.3
PDeV - Personal Development	3	221	3.7	3	267	3.5
PFA - Performing Arts	2	103	1.7	2	103	1.4
REV - Revision and Intervention	22	1235	20.7	22	1399	18.4
SPO - Sports	8	1153	19.3	10	1221	16.1
STEM - Science, Technology, Engineering and Maths	1	47	0.8	1	47	0.6
SUB - Subject Based Clubs	4	141	2.4	6	150	2
SVD - Student Voice, Debate and Leadership	1	127	2.1	1	127	1.7
VAC - Visual Arts and Crafts	4	205	3.4	4	205	2.7
Non attached clubs				5	859	11.3
	62	5950		71	7603	
	13 categories					

Trips and visits	Attendance	PP	SEND	CLA
31 trips completed this year	Attended	1137 184 (16%)	156 (14%)	6 (0.5%)
	Whole school data	588	168 (29%)	103 (18%)
			4 (0.6%)	

Figures show no students left us as NEET or with no destination, however, we are still awaiting the confirmation of placements taken up to clarify current position.

Students evidence they are tolerant of different cultures and backgrounds. Homophobic and racist language is not accepted within our family and is not tolerated. Minimal referrals of this type were recorded. When they were, we partnered with organisations such as the Anthony Walker Foundation and Cheshire Constabulary's Remedi programme to help students with awareness and decision-making.

		<p>Students are clear about how they can report or log concerns. From a recent student survey, over 90% of students indicated that they are clear regarding where and how to report concerns. When incidents of this type do occur, they are dealt with swiftly.</p> <p>Weekly sessions expose all pupils to a broad range of local, national and international agendas, examples include, Language and Culture appreciation week, meeting Holocaust survivor Joanna Milan and British Values. Student voice measured an increased awareness, for example, pupils have voiced that they now have a better understanding of the difference between British Black History and Black American History.</p> <p>Our commitment to enrichment and cultural opportunities ensures all pupils have access to an ambitious curriculum. Days/weeks dedicated to local agendas such as county lines awareness: Round Midnight engaged with some of our most vulnerable with making decisions in terms of county lines and gang culture and loan shark week allowed for a more intense focus on specific community issues affecting our pupils and their families.</p> <p>Specific sessions for KS4 classes have supported exam preparation and helping students on the path to succeeding on their first job for example, Elevate programme</p> <p>Preparing students for success in terms of items of uniform, equipment, revision packs and food/drinks whenever appropriate, as well as providing family hampers for families in need.</p>
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