

## Pupil premium strategy statement (2024 to 2025 academic year)

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	Sandymoor Ormiston Academy
Number of pupils in school	604
Proportion (%) of pupil premium eligible pupils	29.3%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sally Jones, Principal
Pupil premium lead	Vice Principal / Principal
Governor / Trustee lead	Simon Hurst

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Funding for 2024-25: Pupils in Secondary School (Years 7 to 11) recorded as Ever 6 / FSM: £1,050 Looked after children (LAC) and previously (PLAC - adopted from care, or under a special guardianship order, a child arrangements order or a residence order): £2,570. (Pupil Premium +) Service children (pupils from Reception to Year 11 recorded as an Ever 6 service child or in receipt of a child pension from the Ministry of Defence): £340 (Service Pupil Premium)	

## 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.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans, notably in its targeted support through tutoring for pupils who have gaps in their knowledge / understanding including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

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

When developing our approach, we have been guided by [The Education Endowment Foundation](#).

### Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students are generally making less progress than non-disadvantaged peers.</p> <p>Diagnostic assessment for English in Yr7 indicate 16% of students are below age-related expectations, 50% of which are disadvantaged students</p> <p>In Maths, diagnostic assessment in Yr7 indicate 11% of students are below age-related expectations, 67% of which are disadvantaged students</p> <p>Results achieved in the summer of 2024 evidence that this gap in progress still exists as disadvantaged students made less progress generally than non-disadvantaged peers. The overall gap between the progress made by disadvantaged V's their non-disadvantaged peers was 0.84.</p>

2	Assessments, observations and discussion with KS3 pupils, including PASS surveys indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about reading confidence/exams/future prospects, and previous lack of enrichment opportunities due to the pandemic. These challenges particularly affected disadvantaged pupils. Referrals for mental health / counselling support markedly increased. A higher amount of pupils than ever (vast majority of whom are disadvantaged) currently require additional support with social and emotional needs.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been around 3.5% lower than for non-disadvantaged pupils (90% compared to 86.5%). 45.9% of disadvantaged pupils have been 'persistently absent' compared to 33.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

### 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 attainment amongst disadvantaged pupils across the curriculum at the end of KS4	<p><b>Milestones:</b></p> <table border="1"> <thead> <tr> <th>Date</th> <th>P8 Dis</th> <th>Dis Basics 4+</th> <th>Dis Basics 5+</th> </tr> </thead> <tbody> <tr> <td>Dec 2024</td> <td>-0.6</td> <td>36%</td> <td>17%</td> </tr> <tr> <td>April 2025</td> <td>-0.4</td> <td>38%</td> <td>20%</td> </tr> <tr> <td>Aug 2025</td> <td>-0.2</td> <td>40%</td> <td>25%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Disadvantaged pupils make better than expected progress in subjects where intervention is in place</li> <li>Closure of Disadvantaged v non- Disadvantaged Progress 8 score to &lt;0.2 (from gap of 0.84)</li> <li>Closure of Disadvantaged v non- Disadvantaged Progress 8 score in Mathematics closed to &lt;0.4 (from gap of -0.71)</li> <li>DIS overall HPA – 0.67 to 0.1</li> <li>Attendance of Disadvantaged students is 93% or above</li> <li>Representation of behaviour incidents by Disadvantaged students &lt; 30%</li> </ul>	Date	P8 Dis	Dis Basics 4+	Dis Basics 5+	Dec 2024	-0.6	36%	17%	April 2025	-0.4	38%	20%	Aug 2025	-0.2	40%	25%
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Improved reading comprehension among disadvantaged pupils across KS3.	Pupils who are below their chronological reading age make at least double the progress in catching up (until they are caught up) e.g. Pupils targeted for intervention in years 7-11 improve reading ages by 18 months over a 10-month period. Weak readers in Y7 in December would have made 8 months progress by 31 <sup>st</sup> December rather than 4 months progress																

	<p>Reading intervention sessions demonstrate &gt;85% participation with a clear plan to engage any students not participating. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers will recognise this improvement through engagement in lessons and book scrutiny.</p> <p>Accessibility arrangements are in place and programmes of support, for example, Docs Plus are utilised appropriately to maximise success.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than the national or local average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• The percentage of all pupils who are persistently absent being below the national or local average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> </ul>

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,803 academic tutors + £13,000 SEND training / recruitment + £10,000 testing **£78,803**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access CPD offers (including trust level experts – lead practitioners).</p> <p>Halton Educational Investment Priority – partnership working</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 2

<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Professional development and instructional coaching focussed on each teacher’s subject area.</p> <p><a href="#">6 Pillars of Literacy</a></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	1, 2, 3
<p>Use of GL standardised assessments as a tool to direct interventions.</p> <p>Training provided for staff will ensure assessments are interpreted correctly.</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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Recruit SEND personnel and support training. Additional training with teaching staff to ensure all pupils have access to a supportive environment.</p> <p>Synergy software</p>	<p><a href="#">Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF ‘Five a day principle’</p> <p><a href="#">Five-a-day-poster 1.1.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1, 2, 3

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

Budgeted cost: 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme.</p> <p>Adopting a reading intervention programme (Lexonic) for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Provide a blend of mentoring and school-led tutoring for pupils who need it the most. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Trauma informed practice through ‘Thrive’</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Subject specific interventions for disadvantaged high prior attainers.</p> <p>Climb to 9</p>	<p><a href="#">Feedback approaches and educational attainment in children and...   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

Magdalene Cambridge University visits for 40 students		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling/CBT for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub (TAC/TAS) and teacher release time.</p> <p>Warrington Youth Rowing Mobile phone removal strategy</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	3
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff training and release time to develop and implement new procedures. Attendance Family Liaison officer appointed to improve attendance.</p> <p>SLA with EWS Edclass software</p>	<p>DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Liverpool City Region Careers hub</p> <p>SLA through Halton Unifrog software</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each pupil and actively seek to challenge stereotypical thinking and raise aspirations</p>	1, 2, 3
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

**Total budgeted cost: £161,700**

## 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 previous academic year.

<a href="#">Impact of spend 2022-23</a> document
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### 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
NA	

### Service pupil premium funding (optional)

*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?	SPLD assessment £320
What was the impact of that spending on service pupil premium eligible pupils?	Strategies in place to support

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from [Halton's local authority mental health support team](#) to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate through work with our Enrichment Officer.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and to what degree they were successful.

We will triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges facing disadvantaged pupils.

Analyse and respond to data from above through timely progress board meetings with governors and trust directors as well as RAP meetings with SLT.

We have applied to become involved in the [EEF's families of schools database](#) to view the performance of disadvantaged pupils in school similar to ours and will endeavour to learn from schools with higher performing disadvantaged students to learn from their approach once this tool is available to us.

Study a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

Utilise [EEF's implementation guidance](#) to help us develop our strategy and use it through the implementation of our activities.