

Pupil premium strategy statement – Sandymoor Ormiston Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	30.17%
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)	2025-2026
Date this statement was published	November.2025
Date on which it will be reviewed	October 2026
Statement authorised by	Linsey Hand
Pupil premium lead	Vice Principal/Principal
Governor / Trustee lead	Simon Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,525
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>	£179,525

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for every pupil to make strong progress and achieve well, regardless of their background or the challenges they may face. Our Pupil Premium strategy is therefore centred on enabling disadvantaged pupils to meet this ambition, including those who are already high attainers. In doing so, we also recognise the needs of other vulnerable groups, such as pupils with a social worker and young carers, and the actions outlined in this plan are designed to support them too, whether or not they are eligible for Pupil Premium funding.

High-quality teaching underpins our strategy, with targeted focus on the areas where disadvantaged pupils benefit most. This approach has the greatest impact on reducing the attainment gap while also enhancing outcomes for non-disadvantaged pupils. Implicit within our intended outcomes is the expectation that the attainment of non-disadvantaged pupils will be sustained and further strengthened alongside the accelerated progress of their disadvantaged peers.

Our strategy aligns closely with broader school priorities, particularly the provision of targeted support for pupils—both disadvantaged and non-disadvantaged—who have gaps in their knowledge or understanding.

Our approach is driven by robust diagnostic assessment, allowing us to respond to common challenges and individual needs rather than relying on assumptions about disadvantage. The measures adopted complement each other to help pupils thrive.

To maximise effectiveness, we will:

- ensure disadvantaged pupils experience appropriate challenge in their learning
- intervene promptly when need is identified
- maintain a whole-school commitment in which all staff take responsibility for the outcomes of disadvantaged pupils and hold high expectations for their achievement

In shaping this strategy, we have drawn on the evidence and guidance provided 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	Disadvantaged students are generally making less progress than non-disadvantaged peers. Results achieved in the summer of 2025 evidence that this gap in progress still exists as disadvantaged students made less progress generally than non-disadvantaged peers. The overall gap in attainment of disadvantaged V's their non-disadvantaged peers was 1 grade and there was a significant gap in the % of disadvantaged students achieving a 4 + and a 5+ in English and Maths compare to all students.
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 number 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 5% lower than for non-disadvantaged pupils (91% compared to 86. %). 43.2% of disadvantaged pupils have been persistently absent' compared to 25.9% 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
1. Improved attainment amongst disadvantaged pupils across the curriculum at the end of KS4	- Disadvantaged pupils make better than expected progress in subjects where intervention is in place - Closure of Disadvantaged v non-Disadvantaged Progress 8 score to <0.2 - Closure of Disadvantaged v non-Disadvantaged Progress 8 score in Mathematics closed to <0.4 - Attendance of Disadvantaged students is 93% or above - Representation of behaviour incidents by Disadvantaged students < 30%
2. 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 31st December rather than 4 months progress • Reading intervention sessions demonstrate >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. • Teachers will recognise this improvement through engagement in lessons and book scrutiny. • Accessibility arrangements are in place and programmes of support, for example, Docs Plus are utilised appropriately to maximise success.
3. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance demonstrated by: • 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%. • 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%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality subject-specific CPD including: • Instructional coaching using Steplab • Explicit regular rehearsal of “Sandymoor Steps” • Regular retrieval practice embedding • CPD on “Thinking Hard”	EEF: High-quality teaching is the most important lever for improving outcomes. EEF: Mastery and metacognition show +5 to +7 months progress.	1,2
Consistent use of data to drive responsive teaching • Half-termly data reviews • Analysis of under performing students couple with student voice/feedback to ascertain barriers to learning • Moderation cycles • Class teacher action plans for disadvantaged pupils	EEF: “Diagnostic assessment” improves precise teaching and targeted intervention.	1,2
Collaborative planning time • More frequent department co-planning with a focus on PP-first.	EEF: collaborative professional development improves instruction.	1,2

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme. Adopting a reading intervention programme (Lexonic) for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation	1,2,3
Holiday booster revision for Y11	Schools implementing structured extended learning show positive P8 gains	1,2,3
Subject specific interventions for disadvantaged high prior attainers. Climb to 9	Evidence review on feedback approaches and educational... EEF	1,2,3

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and inclusion mentor for disadvantaged pupils - Targeted 1:1 mentoring - Restorative practice - Early intervention for behaviour triggers	EEF: Behaviour interventions = +4 months Reduces lost learning time significantly.	1,4

Counselling/CBT for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub (TAC/TAS) and teacher release time. Warrington Youth Rowing Mobile phone removal strategy	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund 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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1,3,4
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff training and release time to develop and implement new procedures. Attendance Family Liaison officer appointed to improve attendance. SLA with EWS Edclass software	DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,3,4
Liverpool City Region Careers hub SLA through Halton Unifrog software	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	1,3
Contingency fund for acute issues.	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.	1,3

Total budgeted cost: £ 170,000