Ormiston Cliff Park Primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 Cliff Park Primary Academy	Ormiston Cliff Park Primary Academy
Number of pupils in school	539
Proportion (%) of pupil premium eligible pupils	25.6
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Chair of Governors
Pupil premium lead	Mr P Reid & Mrs K Rutherford
Governor / Trustee lead	Mrs R Moore & Mrs N Morter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 191, 130
Recovery premium funding allocation this academic year	£ 20,155
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 211,285

Part A: Pupil premium strategy plan

Statement of intent

Ormiston Cliff Park Primary Academy is committed to ensuring that pupils who experience barriers to educational achievement, and therefore qualify for the pupil premium grant make as much educational progress as their peers and experience the same level of enjoyment and welfare as their counterparts. Research has found that the recent disruption to schooling caused by the Covid-19 pandemic has had a significant impact on disadvantaged pupils and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid 19 has also led to higher numbers of pupils qualifying for pupil premium

The Academy's strategy builds upon the strategy of 20/21 using a tiered approach, targeting spending across 3 main areas, ie investment in high quality teaching, investment in targeted academic support and investment in supporting specific non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges

The Academy draws upon evidence of effective practice in determining how to utilise the funding , focusing on a small number of priorities each year in areas that are likely to make the biggest difference, prioritising on ensuring that implementation is effective through rigorous monitoring of impact.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of speech, language and vocabulary development
2	Poor attendance rates. High PA
3	Lower aspiration and motivation
4	Higher number of issues relating to parental mental health , wellbeing
5	Lower engagement with learning throughout the pandemic due to issues with access to learning
6	Issues relating to staff retention and recruitment

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
By the end of the strategy the Academy wants to demonstrate a profile of closure of gaps in attainment, achievement, attendance and engagement in the wider curriculum , between children deemed to be disadvantaged and that of less disadvantaged peers	2023 – PA for Disadvantaged pupils will be less than 10%. Attendance 96%
	2023- EYFS 70%of Disadvantaged pupils will achieve GLD
	2023 -Year 1 Phonics – 70% of Disadvantaged pupils will achieve a pass in Phonic screening test
	2023- Year 2 Phonics – 70% of Disadvantaged pupils will achieve a pass in Phonics screening test
	2023 -End of KS1 – 70 % of Disadvantaged pupils will achieve age expected outcomes in Reading and Maths and 60% in Writing .15% of this group will achieve Reading at Greater Depth,20% will achieve Maths at greater Depth and 10% Writing.
	2023- End of KS2 – 75 % of Disadvantaged pupils will achieve age expected outcomes in Reading and Maths and 70% in Writing .20% of this group[will achieve Reading and Maths at Greater Depth,20% and 10% Writing. Progress scores for Disadvantaged will be in line with national average

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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
.Further development of teachers and TAs in effective teaching and assessment of language and development, phonics, reading, writing and spelling	EEF Teaching and Learning Toolkit - Feedback, Peer tutoring, Reading Comp, Mastery learning, Language Intervention, Oral Language, Metacognition and Home Learning	1,3,5
Further development and training on effective development vocabulary to improve reading and acquisition of knowledge	EEF Teaching and Learning Toolkit – as above	1.3.5
Further whole staff training on effective pedagogy to develop mathematical understanding, implementing new scheme	EEF Teaching and Learning Toolkit - as above	1.3.5.
Training and monitoring of delivery of targeted intervention programmes	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	1,3,5
Retention of additional TA to target Early Years speech and language interventions	EEF Teaching and Learning Toolkit -Teaching Assistant Interventions	1.3.5.6
Retention of hours of Family Liaison Officer to support attendance and wellbeing	EEF Teaching and Learning Toolkit – Parental engagement	1,3,5,6
External support for targeted Upper KS2 – SEMH	EEF Teaching and Learning Toolkit – Collaborative Approaches	1,3,5,
Purchasing of additional resources to support and sustain intervention programmes – SEMH and	EEF Teaching and Learning Toolkit – TA Interventions, Reading	1,3,5

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

4

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention programmes delivered by TAs	EEF Teaching and Learning Toolkit -Teaching Assistant Interventions	1,3,5
Targeted small group recovery teaching delivered by class teacher.	EEF Teaching and Learning Toolkit –Small group tuition and Feedback	1,3,5,

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

Budgeted cost: £ 8,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of hours of Family Liaison to work with families with a specific focus on attendance	EEF Teaching and Learning Toolkit – Parental engagement	2,4 6
Purchasing of rewards for attendance and achievement	EEF Teaching and Learning Toolkit - Parental engagement, behaviour interventions EEF – Attendance interventions	2,4
Increase in hours of Family Liaison to work with families and multi agencies to signpost for additional family/parental support	EEF - Parental support studies	2,4
Targeted support for SEMH	EEF - Teaching and learning Toolkit	2.4 5

Total budgeted cost: £ 211,285

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 2021 to 2022 academic year.

Outcomes in 2021/22

EYFS	Whole Cohort achievement July 2022	Disadvantaged Pupils achievement July 2022
% GLD	78%	56%
% Reading ELG	89%	61%

Year 1 Phonics Check	Whole Cohort 2022 Target	Disadvantaged Pupils Target 2022	Whole Cohort Outcome July 2022	Disadvantaged Pupils Outcome July 2022
% pass	79%	75%	78%	84%

End of KS1	EXS Target 2022	GD Target 2022	Outcomes Expected July 2022 (75 pupils)	Outcomes Disadvantaged July 2022 (20 pupils)	Outcomes Higher Standard (HS) July 2022	Outcomes Disadvantaged HS July 22
Reading	71%	29%	63%	40%	8%	0%
Writing	71%	19%	65%	45%	7%	0%
Maths	77%	27%	67%	45%	7%	5%

End KS2	2022 Targets		End of 2022			
	EXS Target	HS Target	Outcomes – Expected July 22 80-pupils	Outcomes Expected Disadvantaged July 22 19 pupils	Outcomes HS July 22	Outcomes Disadvantaged HS
Reading	80%	29 %	78%	79%	34%	16%
Writing	78%	20%	65%	53%	4%	0%
Maths	81%	26%	84%	84%	33%	16%

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

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?	N/A
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.