

# Ormiston Cliff Park Primary Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	486
Proportion (%) of pupil premium eligible pupils	27.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Louise Watkins
Pupil premium lead	Mr P Reid & Mrs L Watkins
Governor / Trustee lead	Mr M Thorpe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,120
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 176,120

# 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 disruption to schooling caused by the Covid-19 pandemic continues to have a significant impact on disadvantaged pupils and that an attainment gap remains following interruptions to schooling as a result of national lockdowns. The continuing economic impact of Covid 19 and the “cost of living crisis” has also led to higher numbers of pupils qualifying for pupil premium

The Academy’s strategy builds upon the strategy of 23/24 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 and higher levels of Persistent absence than the rest of the Academy (PA)
3	To ensure all disadvantaged children have core knowledge and skills that they need to achieve outcomes enabling them to be equipped to access the next stages in their education
4	To improve children’s independence in learning
5	Raise levels of stakeholder engagement with the Academy and with learning across the curriculum

## 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
<p>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</p>	<p>July 2025 – PA for Disadvantaged pupils will be less than 15%. Attendance 95%</p>
	<p>July 2025- EYFS 75% of Disadvantaged pupils will achieve GLD</p>
	<p>July 2025 -Year 1 Phonics – 75% of Disadvantaged pupils will achieve a pass in Phonic screening test</p>
	<p>July 2025- Year 2 Phonics – 80% of Disadvantaged pupils will achieve a pass in Phonics screening test</p>
	<p>July 2025- End of KS2 – 75 % of Disadvantaged pupils will achieve age expected outcomes in Reading; 75% of Disadvantaged pupils will achieve expected outcomes in Maths and 70% in Writing. 25% of this group will achieve Reading and Maths at Greater Depth, and 10% Writing.</p>

## 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: £149,940

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	1,3,4,5
Further development and training on effective development vocabulary and oracy skills to improve reading and acquisition of knowledge	EEF Teaching and Learning Toolkit – as above	1,3,4,5
Further whole staff training on securing attention and driving thought	EEF Teaching and Learning Toolkit - as above	1,3,4,5
Training and monitoring of delivery of targeted intervention programmes	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions	1,3,4,5
Retention of hours of Family Liaison Officer to support attendance and wellbeing	EEF Teaching and Learning Toolkit – Parental engagement	1,3,4,5

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

Budgeted cost: £ 19,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention programmes delivered by TAs	EEF Teaching and Learning Toolkit - Teaching Assistant Interventions	1,3,4,5

Development and targeting of children for opportunities to develop leadership, citizenship skills and widened opportunities.	EEF Teaching and Learning Toolkit –Small group tuition and Feedback. Focussed conversations and use of School Council, Eco Council and range of opportunities to take part in wide range of enrichment including, sailing, Cycle training and representation at competitions.	1,2, 3,4,5
--	---	------------

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

Budgeted cost: £ 6,800

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	2,3,4,5
Purchasing of rewards for attendance and achievement	EEF Teaching and Learning Toolkit - Parental engagement, behaviour interventions EEF – Attendance interventions	2
Increase in hours of Family Liaison to work with families and multi agencies to signpost for additional family/parental support	EEF - Parental support studies	2,5
Development of attendance procedures using the Norfolk “Support First” principles	Tiered structure in place for support.	2,3,4,5
Breakfast club support	EEF - Teaching and learning Toolkit Providing food and social opportunities as well as supporting parents with attendance	2,3,4,5

**Total budgeted cost: £ 176,120**

## 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 2023 to 2024 academic year.

Outcomes in 2023/24						
EYFS	Whole Cohort achievement July 2024			Disadvantaged Pupils achievement July 2024		
% GLD	79.5%			62.5%		
% Reading ELG	86%			71%		
Year 1 Phonics Check	Whole Cohort 2024 Target	Disadvantaged Pupils Target 2024	Whole Cohort Outcome July 2024	Disadvantaged Pupils Outcome July 2024		
% pass	83%	60%	76%	71%		
End KS2	2024 Targets		End of 2024			
	EXS Target	HS Target	Outcomes – Expected July 24	Outcomes Expected Disadvantaged July 24	Outcomes HS July 24	Outcomes Disadvantaged HS July 24
Reading	80%	23%	81.8%	69.5%	37.6%	26%
Writing	75%	13%	76.6%	69.5%	7.7%	4%
Maths	73%	20%	83%	73.9%	28.5%	21.7%

### 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.*