

Pupil premium strategy statement – Ormskirk School

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 | 1171 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| 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) | 2025-2028 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | John Burnham |
| Pupil premium lead | Alan Dane |
| Governor / Trustee lead | Scott Mclellan |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £252,650 |
| 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> | £252,650 |

Part A: Pupil premium strategy plan

Statement of intent

Vision

Ormskirk School wants every child to feel 'proud to belong' to a community that is aspirational, inclusive, and kind.

We use our pupil premium funding to help our disadvantaged students overcome additional barriers to achieving this: equipping them with the skills, attitudes and qualifications that will help them make the best choices, contribute positively to society and make the most of opportunities in education, employment and training.

Funding

Pupil premium funding is allocated to eligible schools based on the number of:

- children who are recorded as eligible for free school meals (FSM), or have been recorded as eligible in the past six years (Ever 6 FSM);
- children previously looked after by a local authority or other state care in England and Wales (including children adopted from state care or equivalent from outside England and Wales);
- and, children who have a parent serving in the armed forces.

The pupil premium is not a personal budget for individual children, and schools do not have to use this funding so that it solely benefits pupil premium children. Thus, it can also be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer;
- and, for whole class interventions which benefit disadvantaged and non-disadvantaged pupils alike.

Approach

We continue to draw on evidence from the Education Endowment Foundation (EEF) and on expertise from other schools in our Trust.

The twin principles of our approach are that every child needs to attend school regularly and that every student is entitled to high quality teaching. Fulfilling these principles is the shared responsibility of all staff, working in partnership with families and other stakeholders.

Challenges

We have grouped the challenges faced by our disadvantaged students into three categories: ambition, access and attendance.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Ambition</p> <p>Broad challenges often faced by disadvantaged students in this category: being disproportionately affected by teaching that is not of consistently high quality; lower academic aspirations and career expectations; and, limited cultural and social capital.</p> <p>Specific challenges faced by disadvantaged students at Ormskirk School:</p> <ul style="list-style-type: none"> a. Less resilience in their learning than non-disadvantaged students, characterised by reluctance to make mistakes and to commit in writing. b. Lower rates of homework completion than non-disadvantaged students. c. Narrower range of cultural experiences than non-disadvantaged students, including of people and lifestyles different to their own. |
| 2 | <p>Access</p> <p>Broad challenges often faced by disadvantaged students in this category: reading below chronological age; insufficient support at home for education; stressors outside school affecting life within it; increased likelihood of having special educational needs; and, limited access to resources and opportunities.</p> <p>Specific challenges faced by disadvantaged students at Ormskirk School:</p> <ul style="list-style-type: none"> a. 25% of our disadvantaged students are below their chronological reading age. b. 39% of our students with special educational needs or disabilities (SEND) are pupil premium eligible, compared to 21% of the whole school population. c. Our disadvantaged students are more likely make behaviour choices that result in them being removed from lessons or suspended. |
| 3 | <p>Attendance</p> <p>Broad challenges often faced by disadvantaged students in this category include: higher rates of absenteeism and lateness; greater likelihood of physical and mental ill health; and, feeling disconnected from school.</p> <p>Specific challenges faced by disadvantaged students at Ormskirk School:</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> a. Our pupil premium students consistently attend less often than their non-pupil premium peers in the school and less often than pupil premium students nationally. b. On average, pupil premium students comprise at least half of lates-to-school each day. c. Many of our most disadvantaged students are reliant on public bus transport, for which they must pay and the availability of which limits their opportunities to attend activities outside of core school hours. |
|--|--|

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 |
|--|--|
| A. Greater Ambition Narrowing attainment gap between pupil premium students and their non-pupil premium peers. | <ul style="list-style-type: none"> i. PP students' overall attainment gets significantly closer to that of non-PP year-on-year. ii. PP students' attainment in some subjects matches that of non-PP. iii. PP students' attainment in all subjects is closer to that of non-PP. |
| B. More Access Removing barriers to learning and success for pupil premium students. | <ul style="list-style-type: none"> i. PP and non-PP students' reading at chronological ages in increasing numbers. ii. Identified group of PP SEND students accessing school successfully. iii. Incidents of PP and non-PP students not attending lessons are rare. |
| C. Better Attendance Improving attendance and punctuality of pupil premium students. | <ul style="list-style-type: none"> i. PP students' attendance and punctuality matches that of non-PP. ii. PP students' participation in extracurricular activities at least matches that of non-PP. iii. PP students' receipt of recognition and celebration at least matches that of non-PP. |

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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------|--|-------------------------------|
| Embedding Formative Assessment | Our Ofsted inspection in January 2025 identified classroom pedagogy relating to adaptive teaching as a priority for improvement. As a result, we have committed to Embedding Formative Assessment , which is an EEF research-based programme with strong evidence of impact, including for disadvantaged students. | 1a, 1b, 1c |
| Reading (in lessons) | Subject curricula were specifically designed to include rich texts that provide access to range of subject-specific vocabulary. These texts are reviewed and updated regularly. | 2a |

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

Budgeted cost: £175,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Reading (intervention) | <p>We use established, evidence-based programmes as follows:</p> <p>Wave 1 – <i>Fresh Start Phonics</i> (delivered by a specialist teacher)</p> <p>Wave 2 – <i>Reading Plus</i> (delivered by a specialist teacher)</p> <p>Wave 3 – <i>Reading Leaders</i> (coordinated by a specialist teacher)</p> <p>Universal - <i>Tutor Time Reading Programme</i> (developed by a specialist teacher)</p> | 2a |
| Adapted curricula for identified groups of KS4 PP SEND students at risk of PEX. | We are using best practice from alternative settings to provide a Year 10 group and a Year 11 group with a core curriculum alongside enhanced personal development and CEIAG. | 2b, 2c, 3a, 3b |

| | | |
|---|---|----------------|
| | We will be extending this provision to KS3 later in the academic year. | |
| Year 11 intervention and champion programmes. | Recognising that we have 67 disadvantaged and/or SEND students in Year 11, we have developed bespoke lunchtime and after school interventions, using data including question-level analysis. This year, we are introducing a champion programme, with each of the 67 students having an adult mentor who will follow a structured programme based on successful examples of assertive mentoring programmes. | 1a, 1b, 3a, 3b |

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

Budgeted cost: £67,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Begin implementing a trauma informed approach to all aspects of our work with students. | We are investing in learning visits for key staff to schools that have successfully implemented this approach. Alongside this, a rolling programme of CPD for all staff and in-depth training for pastoral teams and a pilot curriculum department, developed and delivered by a specialist practitioner. | 1a, 2c, 3a, 3b |
| Create a stronger culture of recognising and celebrating students' attendance, punctuality and achievements. | Learning from successful work in other schools, we will embed a rich programme of recognition and celebration. | 1a, 1b, 2c, 3a, 3b |
| Funding bus passes, educational visits and material barriers to success. | The attendance and engagement of disadvantaged students improve when we do this. | 1c, 3c |

Total budgeted cost: £235,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4.

We have made progress in narrowing this gap in some subject areas, but this needs to continue as a priority across the school.

To address students with lower than chronological reading ages.

We have made progress in improving these students' reading ages, but this needs to continue as a priority for the school.

To increase attendance of disadvantaged students.

We have not made significant progress in increasing disadvantaged students' attendance, hence its priority focus for the school this year.

To increase disadvantaged students' engagement in school life and aspirations.

We have made some progress in this area, especially in relation to the curriculum, but most aspects will continue to be a priority for the school.