

# Ormskirk School Pupil premium strategy statement

This statement details our school's use of pupil premium 2023 to 2024 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	Ormskirk School
Number of pupils in school	1167
Proportion (%) of pupil premium eligible pupils	25.54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	April 2022-August 2025
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	John Burnham
Pupil premium lead	John Burnham
Governor / Trustee lead	Scott Mclellan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 269,603
<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	£ 269,603

# Part A: Pupil premium strategy plan

## Statement of intent

Ormskirk School aims to ensure that our disadvantaged students leave our school equipped with the skills, attitudes and qualifications to enable them to make the best choices and have all the opportunities to succeed in life. To contribute positively to society, go on to further and higher education, employment and training and to aspire to be their best.

For our Pupil Premium Strategy, we align our actions and approaches to the Education Endowment Fund's guide to Pupil Premium which aims to help schools maximise the impact of the grant. On this basis our Pupil Premium spend uses the EEF tiered approach to improving outcomes for disadvantaged students.

These are 1 - Teaching, 2 - Targeted Academic Support and 3 - Wider Strategies. The EEF stress' that many strategies will overlap and that balance between categories will vary year on year.

The key driver of our strategy is to ensure that high quality teaching is available to all and is central to many of our approaches.

Our approaches will:

- ensure that any support required will be identified early and implemented clearly, by working collaboratively and in partnership with stakeholders
- be based on diagnostic assessment of data and need, not assumption about the impact of disadvantage
- ensure every child has the opportunity to succeed and thrive at Ormskirk School regardless of starting point, background or the challenges they may encounter (be they at home, school, physical, mental or academic).
- Personal Development will play an integral part of 'what we do' as a school community. We want our students to become proactive responsible citizens and be able to pursue careers they are passionate about and live healthy, secure, happy and fulfilled lives.

## 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 disproportionately affected when the quality of teaching is not deemed to be good. Therefore, quality first teaching is the main focus to ensure accelerated progress for disadvantaged students.
2	A proportion of students enter secondary school below chronological reading age expectations and as such are unable to access parts of the curriculum without intervention and support.
3	Persistent absenteeism of disadvantaged students remains above that of non-disadvantaged students.

4	Student learning habits have been affected by the periods of remote learning and disadvantaged students have been disproportionately affected.
5	Disadvantaged students have sometimes had lower aspirations regarding going on to appropriate post 16 courses at further and higher education.
6	Parental engagement of disadvantaged students with school is sometimes lower than non-disadvantaged students
7	The availability of resources [and finance] available for supporting school, learning and enrichment experiences for disadvantaged students means that they can be disproportionately impacted when compared to their peers.
8	The proportion of disadvantaged students with SEMH concerns, including self-esteem and self-confidence, is larger than that of their non-disadvantaged peers

## 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
To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4	<p>Diagnostic analysis of internal data shows that gaps in knowledge are closing and that disadvantaged attainment is moving towards that of their non-disadvantaged peers.</p> <p>GCSE data shows that the attainment gap is narrowing, and that all student's attainment is in line with that of their non-disadvantaged peers.</p>
To address students with lower than chronological reading ages	Following Year 7 benchmarking, the gap between actual reading age and age-related expectation will decrease.
To increase attendance of disadvantaged students	The attendance of disadvantaged students broadly matches the attendance of their non-disadvantaged peers, or the attendance gap is measurably reducing.
To increase disadvantaged students' engagement in school life and aspirations	<p>Increase the percentage of parents engaged in regular constructive/supportive contact with school.</p> <p>Ensure that disadvantaged students are supported in accessing extra-curricular opportunities.</p> <p>Increase the percentage of disadvantaged students accessing aspirational post 16 education.</p> <p>Curriculum content is reviewed to ensure it supports maximising the engagement of disadvantaged students.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement high quality CPD for Teaching staff	<p>CPD will be delivered using the instructional coaching model with a focus on the use of high-quality assessment and feedback. Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://www.instructionalcoaching.com/wp-content/uploads/2021/12/Frazier-Dissertation-Final-4-17-18.pdf">https://www.instructionalcoaching.com/wp-content/uploads/2021/12/Frazier-Dissertation-Final-4-17-18.pdf</a></p>	1, 4
Enhanced use of Bedrock Learning and reading across the curriculum	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p><a href="#">EEF Reading Comprehension Strategies Research &amp; Results   Bedrock Learning</a></p>	2, 8
Employ additional Teaching staff to enable a nurture group to provide additional support for disadvantaged students	<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>	1, 2, 8
Consistent approach for homework	<p><a href="#">EEF Homework</a></p> <p>Use of digital packages and Homework that is linked to classroom work tends to be more effective.</p>	1, 4
Purchase of standardised diagnostic assessments. Completion of NGRT/CAT4 diagnostic testing upon entry.	<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>	1, 2

Training will be provided for staff to ensure assessments are interpreted correctly.	<a href="#">EEF Assessment and Feedback</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Repairs and replacements for FSM students (and subsidise for disadvantaged students) on the Chromebook Project	Technology offers ways to improve the impact of pupil practice, can be used to improve the quality of explanations and modelling and play a role in improving assessment and feedback <a href="#">Using Digital Technology to Improve Learning EEF</a>	4, 7
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils with a lower than chronological reading age.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> There will be an enhanced focus on reading: Reading for curriculum, reading for pleasure, reading recovery.	1, 4
High Quality CIEAG Programme embedded into the PSHCE Curriculum	Our school's CEIAG programme, underpinned by Career North – ensures all disadvantaged students have access to careers guidance, experience of the work place and visits to FE and Higher Education Establishments <a href="#">Aspiration Interventions EEF</a>	5, 8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional pastoral staff and progress leaders to track and support PP student's attendance at extracurricular activities	Embedding principles of good practice set out in DfE's Improving School Attendance advice	3
Provide breakfast every morning so students are ready to learn	Ensure students are able to start each day with a suitable breakfast to aid in their engagement in learning.	3, 4
Implementation of the classcharts attendance module to enhance 'pattern spotting' of poor attenders	Rapid intervention in 'slipping' attendance leads to measurable improvements: <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</a>	3
Offer subsidies for general subject trips throughout the year	Support students to access rich opportunities that enhance their curriculum experience and impact upon their levels of engagement and aspiration  Providing for young people's needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well.  <a href="https://www.youthendowmentfund.org.uk/wp-content/uploads/2020/07/YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic-FINAL.pdf">YEF-Insights-Brief-1-Engaging-young-people-during-the-COVID-19-pandemic- FINAL.pdf (youthendowmentfund.org.uk)</a>	3, 4, 5, 7, 8
Subsidise uniform costs and equipment where needed	Some households are less likely to be able to afford the cost of school uniforms.	6, 7, 8
Improve tracking and monitoring systems	Ensure that disadvantaged students are appropriately tracked to ensure that they receive rewards and behaviour points in line with disadvantaged students and their attainment and progress is in line with or better than prior attainment <a href="#">Improving Behaviour in Schools EEF</a>	1, 4
Implementation of School Cloud meeting software	Provision of alternative means of communicating with parents such as online/video meetings. Providing opportunities for further positive dialogue with parents/carers is recommended by the EEF as a means to improve engagement. This also links to our professional standards model with increased explicit opportunities for celebration of student achievement.  <a href="#">Working with Parents to Support Children's Learning   EEF</a>	4, 5, 6





## 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 2020 to 2021 academic year.

#### Priority 1: To close the attainment gap between disadvantaged pupils and their non-disadvantaged peers at Key Stage 4

Our results for 2024 show a slight increase in P8 for our disadvantaged students compared to 2023, though this figure is roughly in line with the national progress of PP students. The disappointing score is attributed to 7 students who were not attending lessons and were on the verge of permanent exclusion. We set up our own Alternative Provision to support these students with a curriculum centred around Maths, English and Biology. With the data from these 7 students removed, the P8 figure is  $-0.51$  which is around the national average. The 7 students within our AP significantly improved their attendance and successfully finished year 11 leaving with some GCSE qualifications.

Measures	2022	2023	2024
Cohort size	43	55	51
Average Key stage 2 score	98.52	104.9	101.27
Attainment 8	33.69	27.26	31.29
Progress 8	-0.69 (-0.16 below national)	-1.28	-0.92
English and Maths 4+%	37%	27.66%	51.79%
English and Maths 5+%	18.6%	10.64%	30.36%

#### GCSE Summer 2024 Data analysis

Although an attainment gap is evident in our data there were some positives to be taken from summer results:

	HA – PP students	MA – PP students
% Achieving 5 or above in Eng/Ma	100%	27.27%
% Achieving 4 or above in Eng/Ma	100%	63.64%
% Achieving 5+ GCSEs including Eng/Ma	100%	54.55%

In terms of attainment our High Ability PP students did very well with all students achieving 5 + GCSE's including English and Maths at grade 5 or above. This enables all students to proceed onto a level 3 pathway that could lead to a Russell Group university. Our Mid Ability PP students also did well, with 63.64% of them achieving grades 4 +GCSEs including English and Maths.

### **Priority 2: To address students with lower than chronological reading ages**

The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention, but can also be used effectively as a school wide literacy software solution. Quantitative data indicates that, on average, Disadvantaged students who participated in the IDL initiative made 11.5 months progress, with those with the highest attendance at the intervention making even more significant gains.

Qualitative comments from participants in the Coram Beanstalk initiative, including disadvantaged students, indicate that 100% of participants enjoyed working with their reading leader. A majority of participants confirmed that they felt that they had better vocabulary, improved punctuation, improved pace, increased ability to decode words and greater motivation to read independently.

### **Priority 3: Increasing the attendance of disadvantaged students**

The attendance of disadvantaged students remains a significant concern for the school. This is an area that is targeted for improvement. All year groups are below national average. We targeted a small group of disadvantaged students (8) from the Skelmersdale area who had poor attendance 73.44% . The school minibuss with pastoral staff went out every morning to pick the students up and then drop them off at the end of the day. Their attendance as a group improved to 90.6% with no students being late to school.

### **Priority 4: To increase disadvantaged students' engagement in school life and aspirations**

All of our Year 11 students received a one-to-one guidance meeting with our careers advisor. This was carried out in order of priority, with disadvantaged students being prioritised. PP students are also prioritised by our House Progress leads when putting progress support and intervention in place. PP students also receive financial support on school trips. School was able to support disadvantaged students to Italy and Iceland. 64% of disadvantaged students in year 7 were able to attend the whole year group trip to Menai and 71 % to the Year 9 to Deane Valley.

We identified a group of disadvantaged year 11 students who were struggling with their mental health, not attending lessons and being on the verge of permanent exclusion. When the students attended school, they would often refuse to attend lessons. This was a legacy of the lockdowns and the impact of the pandemic. School provided a different provision and taught them in a small group with a specialist behavioural and SEND teacher. The table below shows that almost every student improved their attendance and some significantly. The time they spent in school was much more productive as they all attended Maths, English, Science and well being lessons. Work placements were provided when appropriate. Almost all students passed at

least one GCSE and all students went on to attend a KS5 destination. All of these students would have been in danger of becoming NEET.

Student	Attendance		Behaviour - Suspensions		Destinations
	Autumn 23 (%)	Spring/Summer 24 (%)	Autumn 23	Spring/Summer 24	
Student 1	53.57	57.41	8	0	Southport College
Student 2	55.71	58.33	6	0	West Lancs College
Student 3	56.43	84.26	5	0	West Lancs College
Student 4	0	87.04	3	2	West Lancs College
Student 5	57.86	43.52	3	0	West Lancs College
Student 7	0	12.96	0	0	Liverpool College
Student 8	34.29	18.52	1	0	West Lancs College
Student 9	34%	89.29	0	0	Southport college