

# Pupil premium strategy statement – The Orme 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	771
(%) of pupil premium eligible pupils	25%
Proportion of pupil premium eligible pupils	193
Date this statement was published	9 <sup>th</sup> December 2025
Date on which it will be reviewed	Half termly
Statement authorised by	Mark Boughey
Pupil premium lead	Jenny Nixon
Governor / Trustee lead	Sarah Murcott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£220,540

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

**High-quality teaching** is at the heart of our approach. We prioritise evidence-based strategies—such as **explicit instruction**, **metacognition**, and **adaptive teaching**—which are proven to have the greatest impact on closing the attainment gap. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure effectiveness, we will:

Ensure disadvantaged pupils are consistently challenged through high expectations and rigorous curriculum delivery.

Provide timely, evidence-informed interventions to address specific learning deficits.

Adopt a whole-school culture where all staff take collective responsibility for the outcomes of disadvantaged pupils.

Prioritise attendance and positive behaviour as prerequisites for academic success.

## Challenges

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

Challenge number	Detail of challenge
1	The quality of learning and teaching is inconsistent. As a result, the attainment of pupils across all subjects varies considerably. In addition, disadvantaged pupils do not perform as well as their peers across most subject areas.
2	The mathematics attainment of disadvantaged pupils is generally lower than that of their peers. Data analysis of last year's year 11 cohort indicates that there is a progress gap evident by the first data capture in year 7. Whilst relatively stable the gap continues as disadvantaged students progress through school.

3	The English attainment of disadvantaged pupils is generally lower than that of their peers. Data analysis of last year's year 11 cohort indicates that disadvantaged pupils outperform their peers at the first data capture in year 7. The trend however reverses by the second data capture and the gap continues to widen as disadvantaged students progress through school.
4	The science attainment of disadvantaged pupils is generally lower than that of their peers. Data analysis of last year's year 11 cohort indicates that disadvantaged pupils outperform their peers at the first data capture in year 7. The trend however reverses by the second data capture and the gap continues to widen as disadvantaged students progress through school.
5	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than that of their peers. This impacts their progress in all subjects. On entering year 7 in this academic year, 26% of our disadvantaged pupils arrive below age-related expectations compared to 11% of their non disadvantaged peers.
6	Our behaviour data over the last 5 years indicates that exclusions among disadvantaged pupils have been higher than for non-disadvantaged pupils. The academic year 2024/25 indicates that disadvantaged pupils have received more detentions compared to their peers during that period. Our assessments and observations indicate that behaviour is negatively affecting disadvantaged pupils' progress.
7	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been lower when compared to non-disadvantaged pupils. Disadvantaged pupils also have higher levels of 'Persistent absence' during the same 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
All teaching across all subjects is consistently good.	<p>By the end of our current plan in 2027/28:</p> <ul style="list-style-type: none"> <li>• Triangulation of evidence (Pupil Voice, Work Scrutinies, Lesson Observations) indicate that all teaching is consistently good.</li> </ul>

	<ul style="list-style-type: none"> <li>• Where this is not the case there will be evidence of intervention, action and support leading to improvement</li> <li>• 2025/26 - Disadvantaged students at TOA perform in line with disadvantaged students nationally (A8)</li> <li>• 2026/27 - Disadvantaged students perform in line with their non disadvantaged peers in school (P8)</li> <li>• 2027/28 -Disadvantaged students at TOA achieve a P8 score of 0</li> </ul>
Improved attainment among disadvantaged pupils in mathematics at the end of KS4	<p>By the end of our current plan in 2027/28:</p> <ul style="list-style-type: none"> <li>• 2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics grade in line with their Academy expectation (@ grade 7, 5 and 4)</li> <li>• 2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score in line with disadvantaged pupils nationally</li> <li>• 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve a mathematics P8 score of 0</li> </ul>
Improved attainment among disadvantaged pupils in English at the end of KS4	<p>By the end of our current plan in 2027/28:</p> <ul style="list-style-type: none"> <li>• 2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve an English grade in line with their Academy expectation (@ grade 7, 5 and 4)</li> <li>• 2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score in line with disadvantaged pupils nationally</li> <li>• 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve an English P8 score of 0</li> </ul>
Improved attainment among disadvantaged pupils in science at the end of KS4	<p>By the end of our current plan in 2027/28:</p> <ul style="list-style-type: none"> <li>• 2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve a science grade in line with their Academy expectation (@ grade 7, 5 and 4)</li> <li>• 2026/27 KS4 outcomes demonstrate that disadvantaged pupils achieve a science P8 score in line with disadvantaged pupils nationally</li> </ul>

	<ul style="list-style-type: none"> <li>• 2027/28 KS4 outcomes demonstrate that disadvantaged pupils achieve a science P8 score of 0</li> </ul>
Improved reading comprehension among disadvantaged pupils across all years	<p>By the end of our current plan in 2027/28:</p> <ul style="list-style-type: none"> <li>• All tier 3 readers will complete modules 1-26 by the end of the academic year and move to tier 2</li> <li>• All tier 2 readers will complete modules 27-34 by the end of the academic year and move to tier 3</li> <li>• All tier 1 readers will secure 'excellent' for their reading speed by the end of the academic year</li> </ul>
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>By the end of our current plan in 2027/28</p> <p>2025/26 Reduced number of days lost to suspension Reduced number of permanent exclusions</p> <p>2026/27 Reduced number of days lost to suspension Reduced number of permanent exclusions</p> <p>2027/28 Reduced number of days lost to suspension Reduced number of permanent exclusions</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 2025/26 the attendance of disadvantaged students exceeds national averages for disadvantaged students across all year groups.</li> <li>• 2026/27 the attendance of disadvantaged students is in line with non-disadvantaged students nationally.</li> <li>• 2027/28 the attendance of disadvantaged students is in line with their non disadvantaged peers in school.</li> </ul>

## 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.

All activities will be classified by:

- High Quality teaching and learning
- Targeted support
- Wider strategies

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><u>High Quality Teaching and learning</u></b>		
<b>Focus Planning Sheets</b>  Implementation of 'The Orme Academy' planning sheets to ensure inclusive, high-quality teaching is the default for every lesson	Education Endowment Foundation Toolkit <a href="#">Click here</a> for further evidence:  <a href="#">Click here</a> for further evidence	1,2,3,4
<b>Adaptive Teaching</b>  Developing staff expertise in <b>scaffolding</b> and <b>adaptive teaching</b> to ensure all pupils access a high-challenge curriculum through tailored support rather than reduced expectations.	EEF High Impact Strategy +4 months.  <a href="#">Click here</a> for further evidence	1,2,3,4
<b>Metacognition</b>	EEF High Impact Strategy +7 months.	1,2,3,4

Explicitly teaching pupils metacognitive strategies to help them plan, monitor, and evaluate their own learning.	<a href="#">Click here for further evidence</a>	
<b>Effective Feedback</b>  Strengthening the consistency of high-impact feedback (verbal and written) to address misconceptions in real-time.	EEF High Impact Strategy +6 months.  <a href="#">Click here for further evidence</a>	1,2,3,4
Budgeted cost: £ 43851.85		
<b>Specialist Capacity</b>  Increasing teaching capacity to provide "Quality First Teaching" in Mathematics and Science, ensuring specialist-led responsive teaching for underperforming disadvantaged students.	EEF Impact Strategy +2 months  <a href="#">Click here for further evidence</a>	2,4
<b>Core Subject Support</b>  Targeted Year 11 interventions including increased curriculum time and structured holiday/Saturday revision sessions focused on exam readiness.		
Budgeted cost: £ 69794.35		

<u>Targeted support</u>		
<b>Literacy Intervention</b>  Use of a dedicated Reading Team to deliver small-group, structured interventions (e.g., Fresh Start) for pupils below age-related expectations.	EEF High Impact Strategy +7 months.  <a href="#">Click here for further evidence</a>	5
Budgeted cost: £ 33910.51		
<b>Counselling</b>  Provide Counselling and Student Support	EEF impact strategy +2 months  <a href="#">Click here for further guidance</a>	6,7
Budgeted cost: £18974.50		
<u>Wider strategies</u>		
Implement SPARX reader subscription across all years	EEF High Impact Strategy +7months  <a href="#">Click here for further guidance</a>	3,5
Implement STAR reader assessments across all years		
Reading for Pleasure  Embedding SPARX Reader and Bookbuzz to foster a reading culture and improve vocabulary acquisition		
Budgeted cost: £1579.16		

Implement homework and revision platform in mathematics	EEF High Impact Strategy +5months.  <a href="#">Click here for further guidance</a>	2
Implement homework and revision platform in Science		4
Budgeted cost: £1250		
Provide financial support for disadvantaged pupils participating in educational trips, visits, clubs, music lessons and support for essential equipment	EEF Impact strategy +4months  <a href="#">Click here for further guidance</a>	6
Budgeted cost: £15070		
Close work with feeder primary schools to identify issues relating to Disadvantaged pupils earlier.  Develop better links with hard to reach families to ensure a smooth transition	Positive relationships developed between school and pupils, and school and parents; pupils are more motivated and better behaved	6
Budgeted cost: £23148.07		
Provide a budget to reward positive pupil behaviour	EEF impact strategy +3 months  <a href="#">Click her for further guidance</a>	6
Budgeted cost: £1448.82		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	EEF impact strategy +4 months <a href="#"><u>Click here for further guidance</u></a>	7
Implement A star attendance monitoring system		7
Budgeted cost £11512.74		

**Total budgeted cost: £220540**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Improving Outcomes for Disadvantaged Pupils

##### Objective 1 – All teaching across all subjects is consistently good.

At The Orme Academy, we are committed to ensuring that disadvantaged pupils achieve in line with their non-disadvantaged peers and have access to the same high-quality learning experiences. Our approach aligns with the Education Endowment Foundation (EEF) menu of approaches and our Trust's values of excellence, high expectations and improving life chances.

Over the last academic year, the Academy has seen clear improvements in the progress, engagement and classroom experience of disadvantaged pupils.

##### **1. Teaching (High-Quality Teaching for All)**

High-quality teaching remains the most important lever for improving outcomes for disadvantaged pupils. Throughout 2024–25, our monitoring evidence showed that teaching across the Academy became increasingly consistent and effective.

Lesson visits and quality assurance highlighted significant strengths in the everyday teaching disadvantaged pupils receive:

- Live modelling and scaffolding were observed in 93% of lessons.
- Teachers checked for understanding and adapted teaching in 86% of lessons.
- Tasks provided appropriate challenge in 95.3% of lessons.
- Opportunities to review, model or practise learning were present in 100% of lessons.
- Students engaged in sustained application of learning in 69.8% of lessons (a key priority for ongoing development).

How this aligns to EEF guidance

These improvements reflect our focus on evidence-informed strategies such as:

- Explicit instruction
- Metacognition and self-regulation
- Effective feedback
- Scaffolding and guided practice
- Adaptive teaching

This ensures that disadvantaged pupils receive the highest-quality classroom experience every day.

##### **2. Targeted Academic Support**

Targeted interventions focused on developing pupils' independence, retention of knowledge and readiness to learn.

#### Key Strategies Implemented:

- Student-focused planning to ensure teachers proactively consider the needs of disadvantaged pupils in every lesson.
- Targeted CPD for staff covering:
  - Metacognition and self-regulation
  - Retrieval practice
  - Vocabulary development and oracy
  - Model—support—dependent practice
  - Checking for understanding and responsive teaching
  - Enhanced assessment for learning, ensuring disadvantaged pupils receive precise guidance to address misconceptions quickly.

#### Impact

These coordinated actions have strengthened disadvantaged pupils' confidence, engagement and academic independence across subjects.

### 3. Wider Strategies

Our wider work supports pupils' broader development and removes non-academic barriers to learning.

#### Key Actions

- Implementation of the Academy's digital strategy, ensuring all pupils—especially those who are disadvantaged—have consistent access to high-quality digital resources across all year groups.
- Increased focus on oracy, key vocabulary and digital literacy, supporting pupils to communicate effectively and participate fully in learning.
- Pastoral and inclusion support, ensuring pupils are ready to learn and able to access the curriculum confidently.

#### Key Achievements - Strong subject performance:

Disadvantaged pupils secured a better attainment score when compared to disadvantaged students nationally

Disadvantaged pupils secured positive Subject Progress Indicator scores in several subjects including **iMedia, Sport Studies, Art & Design, Photography and Physical Education.**

In addition to the following subjects **Geography, History, Music, Construction, Product Design, Performing Arts and Biology**, disadvantaged pupils achieved higher subject progress scores when compared to their non-disadvantaged peers.

## **Objective 2/3/4 – Improved attainment amongst disadvantaged students in Mathematics, English and Science at the end of key stage 4.**

As part of the school's commitment to improving outcomes for disadvantaged pupils, a range of targeted academic interventions have been implemented for Year 11 disadvantaged students. These interventions were designed to increase curriculum time, strengthen exam readiness, and address identified gaps in knowledge and skills, particularly in core subjects.

### **Interventions Implemented**

- Additional timetabled class in Year 11, increasing direct teaching time for identified Pupil Premium pupils
- Extra timetabled sessions during enrichment time, ensuring structured academic support without removing pupils from core lessons
- Additional intervention sessions delivered beyond the standard timetable
- Holiday intervention programmes, including:
  - Easter break
  - May half-term
  - Saturday intervention sessions focused on targeted exam preparation and revision
  -

### **Increased curriculum exposure and structured support**

The introduction of additional timetabled lessons ensured that disadvantaged pupils had greater access to high-quality teaching. Enrichment-time interventions reduced learning gaps without negatively impacting wider curriculum entitlement.

### **Improved engagement and attendance to intervention**

Attendance to scheduled intervention sessions, including weekends and holiday periods, was strong among targeted disadvantaged pupils. This reflects effective communication with families and a clear culture of high expectations for disadvantaged pupils.

### **Focused preparation for external examinations**

Easter, May half-term, and Saturday sessions enabled focused exam preparation, targeted revision, and personalised feedback. These sessions were particularly effective in addressing misconceptions and reinforcing key knowledge in the lead-up to GCSE examinations.

### **Alignment with EEF guidance**

Interventions prioritised extended learning time delivered through structured, subject-specific teaching, in line with EEF recommendations that additional time is most effective when well-planned and purposeful. Support was targeted at pupils with clearly identified needs, ensuring efficient use of Pupil Premium funding.

As a result, we have seen an improvement in the amount of students gaining grade 4s and 5s in English Literature.

## **Objective 5: Improved Reading Comprehension Amongst Disadvantaged Pupils (All Years)**

### **Tier 1 – High-Quality Teaching (Whole-School Literacy Strategy)**

#### **Intent**

To ensure all disadvantaged pupils benefit from consistent, high-quality reading instruction and regular opportunities to practise reading across the curriculum.

#### **Implementation**

All pupils across Key Stages 3 and 4 access SPARX Reader as a whole group reading intervention. Each class receives allocated reading time within lessons, with weekly reading homework set across subjects. SPARX catch-up drop-in sessions are available to support pupils who fall behind. Engagement is monitored closely to ensure pupils complete a minimum of 30 minutes of reading per week.

#### **Impact**

Assessment data demonstrates sustained improvements in reading age and technical accuracy for disadvantaged pupils:

- Year 11: 71% improved reading age and technical accuracy
- Year 10: 53% improved reading age and technical accuracy
- Year 9: 79% improved reading age and technical accuracy
- Year 8: 64% improved reading age and technical accuracy

#### **Evaluation**

Whole-school implementation of SPARX Reader has led to strong improvements in reading outcomes across most year groups, particularly in Years 9 and 11.

Continued monitoring is required to ensure consistency of engagement, particularly in Year 10.

### **Tier 2 – Targeted Academic Support**

#### **Intent**

To accelerate progress for disadvantaged pupils who are significantly below age-related expectations in reading.

#### **Implementation**

The lowest 20% of struggling readers access Fresh Start through one-to-one and small-group interventions. Early readers receive structured phonics support

(Modules 1–26), with targeted comprehension intervention from Module 26 onwards. Interventions are delivered by a specialist reading mentor, ensuring fidelity to program design.

### **Impact**

- 77% of disadvantaged pupils accessing Fresh Start demonstrated improved reading skills against personalised targets during Autumn 1.

### **Evaluation**

Targeted interventions are proving effective for many pupils, with strong early impact evident. Continued assessment will ensure pupils transition appropriately from intervention back into high-quality classroom practice.

## **Tier 3 – Wider Strategies (Reading for Pleasure and Family Engagement)**

### **Intent**

To address wider barriers to literacy by promoting reading for pleasure and strengthening home-school engagement for disadvantaged pupils.

### **Implementation**

Bookbuzz is embedded in Year 7, with all disadvantaged pupils receiving a free book to support shared reading at home with an adult or sibling. ‘Read with Your Child’ events are delivered three times per year, specifically targeting disadvantaged families to promote positive reading habits and parental engagement.

Training has been delivered to the wider SEND team to build internal capacity and ensure sustainability of reading provision.

### **Impact**

- Increased participation in reading-for-pleasure activities among disadvantaged pupils, particularly in Year 7.
- Improved staff confidence and consistency in delivering early reading and comprehension interventions.

### **Evaluation**

Indicators suggest that wider strategies are supporting engagement and reinforcing academic interventions. Attendance and engagement at parental events will continue to be monitored to maximise impact.

**Objective 6 - To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils**

**Objective 7 – To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. (Academic year 2024-25)**

FSM Disadvantaged Attendance vs FFT National				
Cohort	School FSM6	FFT National FSM6	Difference	Status
Whole School	87.2%	86.2%	+1.0%	Above national
Year 7	90.1%	89.8%	+0.3%	Above national
Year 8	85.7%	87%	-1.3%	Below national
Year 9	90%	85.2%	+4.8%	Significantly above national
Year 10	84.8%	84.2%	+0.6%	Above national
Year 11	83.8%	83.6%	+0.2%	Above national

Attendance remains a central priority at The Orme Academy, and our data demonstrates that disadvantaged pupils attend school at levels consistently above national comparators. Across five out of 6 reporting points, disadvantaged student attendance outperforms FFT National benchmarks, with margins ranging from +0.2% to +4.8%. This sustained positive performance evidences the impact of our targeted pastoral work, early identification of barriers, and the consistent implementation of our attendance systems for vulnerable pupils.

These results reflect effective intervention, including close monitoring of priority pupils, increased family engagement, early help referrals, and consistent communication of expectations. This demonstrates that our approach to tackling disadvantage is both proactive and effective, with pupils most at risk of absence receiving timely and well-structured support.

**This analysis highlights one key message:**

Our disadvantaged pupils attend better than their disadvantaged peers nationally, demonstrating the effectiveness of our Pupil Premium strategy and the strength of our targeted attendance interventions.

Going forward, we will continue to use an evidence-informed approach to reduce absence and persistent absence for all disadvantaged pupils, in line with the Education Endowment Foundation (EEF) guidance. This includes the continued use of early pastoral intervention, robust systems for monitoring attendance patterns, strong relationships with families, and the consistent communication of high expectations across the academy.

We will conduct a focussed analysis of our year 8 cohort to embed early pastoral intervention and increase parental contact and use year 9 practice as model of effective intervention.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*