

# Pupil premium strategy statement

This statement details OIEA's use of pupil premium, recovery premium and school led funding to support and improve the attainment of our disadvantaged pupils.

It outlines our 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 Ilkeston Enterprise Academy
Number of pupils in school	962
Proportion (%) of pupil premium eligible pupils	44.26%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023-24, 2024-25, 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Tracey Marriott
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,433.00
Recovery premium funding allocation this academic year	£96,462.00 (B/fwd. £48,479.18)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Program fundings.	£24,637.00
<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	£553,011.18

## Definition and Eligibility

**Pupil Premium** is a fund that was introduced by the Government, in 2011, to improve the attainment of disadvantaged children.

**Eligibility** - The following groups are eligible for pupil premium:

- Pupils who are recorded as eligible for free school meals or have been recorded as eligible in the past 6 years, including eligible children of families who have no resource to public funds (NRPF).
- Children are entitled to free school meals if the parent/s or child receives one of these benefits: income support, income-based jobseekers' allowance, income-related employment and support allowance, child tax credit (not working tax credit), universal credit.
- Children looked after by local authorities, referred to as 'looked after' children.
- Children previously looked after by a local authority or other state care, referred to as previously 'looked-after' children.

## Context

1. **Lower Attainment:** Numerous studies have shown that Pupil Premium students tend to achieve lower academic results compared to their non-disadvantaged peers. Reported in the Education Endowment Policy Institute's 2021 report.
2. **Educational Gaps:** The Sutton Trust has highlighted the existence of an 'attainment gap' or 'achievement gap' between PP students and their peers. This gap often manifests as disparities in standardized test scores, GCSE results and A-level attainment.
3. **Limited Access to Resources:** Disadvantaged students may lack access to resources that can support their learning, such as educational materials, tutoring, or extra-curricular activities.
4. **Poor Attendance:** Pupil premium students are more likely to have irregular attendance or higher rates of absenteeism due to various factors, including health issues, family circumstances, or lack of motivation.
5. **Limited Access to Enrichment Activities:** Pupil premium students may have fewer opportunities to participate in extra-curricular activities, which can enhance their personal development and provide a more well-rounded education.

# Part A: Pupil premium strategy plan

## Statement of intent

The mission statement for OIEA is 'Believing that outstanding education transforms lives. Persisting until we succeed'.

The Pupil Premium Strategy Plan for OIEA is focussed on ensuring that this mission is successful for all students, no matter the disadvantages that they may experience in their lives.

Ormiston Ilkeston Enterprise Academy has 44.26% of its pupils (years 7-11) who are in receipt of pupil premium (known as disadvantaged pupils). Further to this XX% of the students who are disadvantaged are deemed to be 'persistently disadvantaged', meaning that they have been eligible for this funding for 80% of their educational life.

At OIEA our aim is to provide Quality First Teaching, educational experiences and enrichment that enhances pupils' 'cultural capital' and works towards eliminating the attainment gap between the disadvantaged and non-disadvantaged pupils nationally.

OIEA's primary objective will always be to improve the quality of teaching and learning for all students, which we provide through a learning journey in each subject that ensures students regularly revisit essential skills and knowledge helping them to recall key concepts and perform with confidence in the classroom and during assessments. The Academy records data at regular intervals throughout the year, including GL assessments, in order to highlight areas of concern or weakness, and plan driven instruction and focussed intervention. The Academy has employed 3 tutors dedicated to the core subjects to ensure pupils have the opportunity to catch up. OIEA's learning journeys and revisit curriculum aims to ensure that students 'know more and remember more' as evidence shows that this has the biggest impact.

All teaching staff recognise barriers to learning and put in place strategies to ensure that these are addressed as soon as possible in the classroom, and where referrals and specialist support is required, this is done by a large pastoral, attendance, safeguarding and SEND Team.

Our values at OIEA, represent who we are, what we do and how we do things. At OIEA we demonstrate our CARE values.



COURAGE



AMBITION



RESPECT



EXCELLENCE

### The ultimate aims of our Pupil Premium plan are to:

- Successfully identify all Pupil Premium students who have barriers to learning and achievement, whatever the cause. Students can only be supported and helped when school and home know that they need it.
- Provide the highest quality of teaching so that all students, including PP students, experience consistently good and outstanding teaching and learning that is tailored to their needs.
- Plan and implement individual support for those PP students who need it so that they can achieve to their potential.
- Improve literacy across the curriculum and in all years (7-11)
- Provide extracurricular activities that enrich the lives of PP students.
- For all PP students to achieve the outcomes needed to progress to their chosen 'next steps' at Post 16 level

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Literacy</b> – external assessments (E.g., SATs tests, GL Assessment CATs tests, reading age tests and spelling tests) and internal assessment, have identified that low levels of literacy are a key barrier to accessing the curriculum. For example.</p> <p><b>28% of current year 7 have a Year 6 SAT reading level below average.</b></p> <p><b>25% of current year 8 have a Year 6 SAT reading level below average.</b></p> <p>Current Year 9 and 10 do not have SATs due to COVID however reading assessments show a significant impact of COVID on their progress with 32% and 37% respectively having a reading age below their chronological age.</p>
2	<p><b>Attendance</b> – Absence rates at OIEA has historically been below national average. (Secondary absence rate is 9.7% - meaning attendance rate is 90.3% on average in England)</p> <p><b>2021-22 = 87.15%</b></p> <p><b>2022-23 = 92.19%</b></p> <p><a href="https://www.gov.uk/explore-education-statistics">Pupil attendance in schools, Week 4 2024 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</a></p>

3	<b>Aspirations</b> – Some PP students do have high aspirations for their future education and career aspirations; however, a lower percentage of PP students come from homes where parents and carers have undertaken higher level education compared to non-PP students. In 2023 only 4 PP pupils had not yet accepted a place at college, training, or employment.
4	<b>Confidence</b> – Confidence in own learning abilities is low. GL Assessment PASS tests were completed for Years 7 to 11 in November 2023. They showed that for all year groups, Pupil Premium students have lower feelings towards school, have lower self-regard for themselves as learners and have a lower attitude towards attendance compared to non-PP pupils.
5	<b>Deprivation</b> – OIEA serves a number of wards which have high levels of deprivation. For example, the 2019 Index of Multiple Deprivation shows that parts of our catchment are ranked 227 out of 32844 neighbourhoods in England for deprivation. Deprivation at home means that some families struggle to provide support for students to access school e.g., uniform, breakfast, IT access, trips, music lessons, extra-curricular activities. In addition, some students have complex social and medical needs, which require intensive pastoral support.
<b>Outcomes:</b> All the above challenges amalgamate to mean that for some PP students, their chances of achieving the outcomes expected without support and intervention are reduced. The strategy plan is focussed on negating these challenging and maximising their outcomes personal, social, and academic outcomes.	

## 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
<b>Literacy</b> – students improve their skills and confidence in reading with direct correlation to reading age, through a range of whole school and targeted interventions, so that they can access their curriculum	Disadvantaged students will close the gap between their initial reading age and their chronological age.
<b>Attendance:</b> Improved attendance of disadvantaged students to national average because high attendance positively impacts academic progress, behaviour, and attitude to learning.	Disadvantaged students to have attendance figures at the same level or higher than those nationally.
<b>Guidance</b> – All disadvantaged students have careers and post-16 guidance throughout KS4 to ensure they are successful into adulthood.	Increase in the proportion of students who progress onto level 3 courses or apprenticeships at KS5. Zero NEETs (unless unavoidable due to ill health)
<b>Suspension</b> – To ensure that disadvantaged pupils are not suspended to a disproportionate level compared to their counterparts; by providing first-class pastoral support with a range of interventions	Pupil suspension data shows disadvantaged pupil figures are the same or lower than non-disadvantaged students.

<p><b>SEND</b> – Teachers and support staff meet the range of SEND needs in disadvantaged students.</p>	<p>Through the use of EHC Plans, Pupil Profiles and provision mapping; teachers successfully meet the learning needs of disadvantaged SEND pupils in the classroom.</p>
<p><b>Teaching and Learning</b> – Quality First Teaching is provided for all students no matter their background or starting point. Monitored by AP Teaching &amp; Learning, Curriculum Directors and SENDCO.</p>	<p>Teaching staff monitored and QA'd through a range of practices; learning walks, lesson drop ins, T&amp;L meetings, book looks and pupil voice. Any weak performance is identified quickly, and support put in place, led by AP T&amp;L in the form of coaching.</p> <p>Regular curriculum reviews carried out to ensure students are experiencing a curriculum that promotes recall and ensures that they 'know more and remember more'. Reviews include a range of senior leaders; SEND, Data, Assessment, Curriculum.</p> <p>Implementation of provision mapping has begun to ensure that all staff know and can meet the needs of the most vulnerable students, using successful approaches, adaptive teaching and scaffolding to remove barriers to learning.</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
Assistant Principal	OIEA has an Assistant Principal who oversees disadvantaged pupils, ensuring that the Pupil Premium Strategy is delivered by all staff across the Academy	
Assistant Principal: Assessment & Data	OIEA has an Assistant Principal who oversees assessment and data, focussing on disadvantaged pupil data in order to highlight weakness and hold curriculum directors to account.	
English, Maths and Science Tutors	Increasing staffing in core subjects ensures that disadvantaged pupils receive individualised tutoring in small groups or one-to-one support in areas of weakness.	

	<p><b>Bloom's Two Sigma Problem:</b> suggests that individualised tutoring can lead to student performance levels that are approximately two standard deviations higher than traditional classroom instruction, which implies that tutoring can lead to exceptionally significant learning gains.</p>	
<p>Continuing Personal Professional Development (CPPD)</p>	<p>Through lead practitioners and Curriculum Directors specific and personalised professional development is delivered to departments and whole school where appropriate.</p> <p>Areas of focus are:</p> <ul style="list-style-type: none"> <li>• Cognitive Load Theory (De Jong 2010)</li> <li>• Distribution of attention (Mccrea (2020)</li> <li>• Learning routines (Bennett 2017)</li> <li>• Use of Steplab website to record practice and develop areas of weakness with bespoke training.</li> </ul>	<p>1,2,4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Intervention	<p>AP – Assessment &amp; Data works closely with AP – Teaching &amp; Learning and Curriculum Directors to monitor progress and intervene with students not fulfilling their potential; of which a significant proportion are PP students.</p> <p>Teaching Staff and Heads of House monitor and respond to homework provision; ensuring that those disadvantaged have the same opportunities as their counterpart. The EEF state that homework set must be an 'integral part of learning' and 'high quality feedback' maximises impact.</p> <p>Additional early morning and holiday intervention is offered on the run-up to GCSE examinations to ensure that pupil achievement is maximised and disadvantaged pupils are targeted, parental communication and reminder texts/emails to ensure high level of attendance.</p> <p>Year 11 students are offered period 6 (after school) intervention by their class teachers. Registers are created to monitor attendance and disadvantaged pupils targeted by teachers and Head of House, including liaising with parents/carers. This supports the EEF finding that students from disadvantaged backgrounds may not have a suitable place to study at home.</p>	4, 5
Learning Zone Y11	<p>This is a Year 11 facility designed to provide withdrawal support for a minority of students receiving a bespoke curriculum.</p> <p>The EEF Toolkit states that small group tuition can give 4+ months of impact and individual tuition can give 5+ months of impact.</p>	
Literacy and Reading	We have a designated lead for literacy who works collaboratively with the SEND Team to ensure all pupils receive daily 'read	

	<p>aloud' intervention, and additionally those highlighted by SEND Team assessments and GL Assessments receive bespoke literacy and reading interventions led by teaching assistants.</p> <p>Book Trust: reading aloud is one of the most powerful ways of helping children to read.</p> <p>GL Assessment will assess monitor and track reading age progress over the year.</p>	
Lexonic Leap and Advance	<p>Lexonic is an evidence-based programme based on research in phonology, literacy, and dyslexia. A team of Teaching Assistants and English Teachers have been trained to plan and deliver to both significantly below and moderately below reading age.</p> <p>Lexonic Leap targets students with phonic gaps and allow them to achieve rapid progress in reading, spelling and oracy.  <a href="https://lexonik.co.uk/literacy-intervention-programmes/lexonik-leap">https://lexonik.co.uk/literacy-intervention-programmes/lexonik-leap</a></p> <p>Lexonic Leap targets students with comprehension, fluency, and vocabulary gaps to allow them to learn skills that support progress across the curriculum.  <a href="https://lexonik.co.uk/literacy-intervention-programmes/lexonik-advance">https://lexonik.co.uk/literacy-intervention-programmes/lexonik-advance</a></p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in Pastoral Support and re-structuring into House System	<p>A pastoral team of 6; 4 Heads of House and 2 Pastoral Assistants employed to support the SEMH needs of pupils and reduce the low-level disruption to ensure teaching and learning is not interrupted.</p> <p>Continued difficulties are referred to the CARE meeting, inclusion team or SEND where appropriate. From discussions and assessments, a bespoke strategy for individuals may be created and shared with teaching staff.</p>	2, 4, 5
Post-16 and Careers Support	<p>All students: with a focus on PP students, receive careers advice and support. A one-to-one careers meeting is arranged, and those with additional learning needs will attend with a teaching assistant or parent. Meetings are not limited to 1 with PP and/or SEND students.</p> <p>To quote Gatsby, 'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.' Students who know what next steps they are working towards and why, are more focussed, attend more and achieve higher outcomes. <a href="#">Good Career Guidance   Education   Gatsby</a></p>	
Scarborough House (on site intervention programme.)	<p>Continued development of Scarborough House intervention which targets students at risk of suspension, providing a bespoke learning package intertwined with SEMH intervention and enrichment activities. High levels of support allow additional assessment and identification of SEND needs where appropriate.</p> <p>The majority of year 11 students attending Scarborough House are full-time with subject teachers coming over to the house to ensure Quality First Teaching continues, a small proportion have the opportunity of attending their most successful subjects.</p> <p>KS3 students are referred for a 6–12-week programme to 'turn around' the attitude to learning in order for them to feel success and are supported back to the main site with Scarborough House mentors.</p> <p><a href="https://www.strengtheningminds.co.uk/">https://www.strengtheningminds.co.uk/</a></p>	
Attendance	Assistant Principal for Attendance, plus Attendance Lead and Attendance Assistant provide a highly skilled team who are accountable for the attendance of our most vulnerable students.	2, 5

	<p>Disadvantaged students are tracked and targeted early, and support and intervention put in place.</p> <p>The Attendance Team feedback to Senior Leaders with weekly comparison data in order to evidence progress throughout the year.</p> <p>NIDirect research shows that 'going to school is directly linked to improved exam performance' and the NCfES reports that 'poor attendance has serious implications for later life outcomes.</p>	
Enrichment and Cultural Capital	<p>Funding has been allocated to ensure disadvantaged students can attend enrichment activities, school trips and subject activities such as Geography field trips with an automatic reduced cost.</p> <p>EEF have recently implemented research a range of school enrichment trips and field trips.</p>	
Travel	<p>Funding has been allocated to ensure that disadvantaged students can travel to school in times of particular economic difficulty.</p> <p>This funding may also be allocated to students with acute medical needs such as recovery after a broken leg.</p>	
Uniform and Stationary	<p>Funding has been allocated to ensure that disadvantaged students have access to uniform and equipment in order to ensure all pupils are ready to learn.</p>	
Breakfast Club	<p>One member of staff on duty to supervise students to attend school early so that they can receive their free school meal (breakfast) Adolphus</p> <p><a href="https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full">https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full</a></p>	

## 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.

Intended outcome	Success criteria																		
<ul style="list-style-type: none"> <li>Ensure 'quality first teaching' for all students, irrelevant of background or barriers to learning is achieved</li> </ul>	<p><b>Impact</b></p> <p>QA of teaching staff shows the majority are observed as providing high quality, high challenge, adaptive teaching within the classroom. There was a small percentage of staff attending the 'coaching' programme.</p> <p>Curriculum faculty reviews and external verification (OAT practitioners) suggest SoL are clearly sequenced and challenging in order to impact progress.</p> <p>OIEAs P8 for 2022/23 significantly improved from previous year by 0.23 for PP Pupils. SEND PP Pupils significantly improved from previous year by 0.49</p> <table border="1" data-bbox="584 1061 1366 1189"> <thead> <tr> <th></th> <th>Summer 2019</th> <th>Summer 2022</th> <th>Summer 2023</th> <th>2023 v 2019</th> <th>2023 v 2022</th> </tr> </thead> <tbody> <tr> <td>Dis</td> <td>-0.83</td> <td>-1.39</td> <td>-1.04</td> <td>-0.21</td> <td>0.35</td> </tr> <tr> <td></td> <td>3.31</td> <td>2.61</td> <td>3.43</td> <td>0.12</td> <td>0.82</td> </tr> </tbody> </table> <p>Improvement of +0.35 from 2022. Attainment up from 2.61 to 3.43 (+0.82)</p>		Summer 2019	Summer 2022	Summer 2023	2023 v 2019	2023 v 2022	Dis	-0.83	-1.39	-1.04	-0.21	0.35		3.31	2.61	3.43	0.12	0.82
	Summer 2019	Summer 2022	Summer 2023	2023 v 2019	2023 v 2022														
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<ul style="list-style-type: none"> <li>To increase the reading level for all children, so disadvantaged children reduce the gap between their reading age and their chronological age.</li> </ul>	<p><b>Impact</b></p> <p>All learners took part in reading tests at the start and at the end of the academic year using GL Assessment.</p> <p>Data from testing informed interventions led by HLTA staff, TA one to one reading programmes and Lexia dyslexia programme. Years 7-10 also received tutor led reading sessions 3 times per week.</p> <p>Although progress was made by the majority of the learners to improve their reading age, there is still work to be done to ensure all learners make accelerated progress and are in line with their chronological reading age.</p> <p>6 teaching assistants have been trained to lead the Lexonic literacy programme next year.</p>																		

<ul style="list-style-type: none"> <li>Meet the needs of disadvantaged SEND students</li> </ul>	<p><b>Impact</b></p> <p>All staff follow the provision mapping documentation; pupil profiles, EHC strategies and use SEND News drop to enhance their teaching strategies.</p> <p>This is QA'd by the SENCO, Asst. SENCO and T&amp;L Assistant Principal.</p> <p>SEND GCSE results significantly improved in 2022 from -0.93 to -0.54 in 23, where 63.7% of the SEND cohort are identified as Pupil Premium.</p>
<ul style="list-style-type: none"> <li>To ensure that disadvantaged pupils receive appropriate guidance and support to prepare them for KS5</li> </ul>	<p><b>Impact</b></p> <p>All year 11 students attended an CEIAG meeting face to face or by telephone.</p> <p>PP and SEND students received 1+ meetings to ensure placements were appropriate challenge and met needs.</p> <p>92.1% of PP pupils are in education or training placement. (unvalidated)</p>
<ul style="list-style-type: none"> <li>To ensure that disadvantaged pupils attend school to a higher level than disadvantaged learners nationally.</li> </ul>	<p>The average attendance for disadvantaged learners at the Academy was 86.22% compared to 90.7%% for non-disadvantaged.</p> <p>The national attendance rate for all learners were 93.9%</p> <p>Further work needs to be done with both learners and families to ensure disadvantaged learners attend school in line with their non-disadvantaged peers so that attendance mirrors national data</p>
<ul style="list-style-type: none"> <li>To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' and enrichment opportunities</li> </ul>	<p><b>Impact</b></p> <p>To ensure that a wide range of enrichment activities, within, after and outside of school are offered to all pupils, tracking the attendance of PP students.</p> <p>100% of learners have taken part in Food Technology; with PP funding supporting the purchase of ingredients.</p> <p>47% of PP students requested PP funding support to attend trips, which were agreed.</p>