

# Pupil premium strategy statement – Ormiston Meridian 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ormiston Meridian Academy
Number of pupils in school	1010
Proportion (%) of pupil premium eligible pupils	48.51%
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 25/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Stanyer, Principal
Pupil premium lead	Jaime Peacock
Governor / Trustee lead	Dr Jason Lines

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£495,964
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	£495,964

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged students and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Ormiston Meridian Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students and is robustly evaluated to judge the effectiveness and impact of the strategies.

The 'Living Standards Outlook' forecasts that the post-pandemic economic fallout will hit low-income households most sharply. Our ambition is that our disadvantaged students are future-proofed for any employment opportunities and emerging needs of the labour market. Therefore, our curriculum and teaching underpins students' success in terms of their academic and personal development, and goes a long way to negate against our local context, ensuring that they leave our academy ready to ignite not only their futures, but the future of our local area.

### Demography and School Context

Ormiston Meridian Academy is situated in Meir South, within Stoke on Trent Local Authority District which is ranked 26 out of 296 using the National IMD indices of deprivation 2025.

The academy is situated in Meir South. This LSOA is ranked 731 out of 33,755 placing it in the bottom 2% of the country for IMD rank; thus it is in the top 5% of wards in the country in terms of multiple deprivation.

Our Pupil Premium eligibility is 48.51% of our cohort and rising. The Income Deprivation Affecting Children Index average for the 7 LSOAs within our catchment indicates that the adverse childhood experiences for some of our learners includes household income deprivation as these children live in areas ranked in the bottom 7% of the country nationally.

All other deprivation indicators, including education & skills, crime and income deprivation affecting children within the households, fall within the bottom 7% of the country nationally. However, health and disability deprivation, income deprivation and health & disability are well below this, all falling within the bottom 2% nationally.

This is not an excuse for capping what our remarkable students are capable of. We have a relentless moral purpose to raise the bar for our learners by setting high standards. We work closely with other schools and an extensive variety of external agencies to support students to achieve the academy's vision of "shaping lives, building ambition and igniting futures".

### Academy Priorities for Disadvantaged Students:

There are a large number of reasons why some of our disadvantaged students do not yet achieve as highly as their non-disadvantaged peers. There are some barriers that affect large numbers of disadvantaged students in similar ways, however some of the barriers to

achievement are highly complex and personal to individual students. We have analysed the reasons for underachievement to enable us to get to the root cause of the problem, then using the Pupil Premium Grant the aim is to overcome these barriers and therefore diminish the achievement difference between disadvantaged students and other students nationally. We have considered the seven priorities of our disadvantaged school community very carefully and these are listed in the 'challenges' section of the document.

Alongside an excellent curriculum and teaching, by tackling the seven priorities below we are best placed to make a positive difference to our disadvantaged students and can ensure that they have successful lives. This list is not exhaustive and will change according to the needs and support our socially disadvantaged students require.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance:</b> Some disadvantaged students do not attend school as regularly as non-disadvantaged students. This reduces their school hours and hinders their progress against our curriculum aims and goals.</p> <p>School assessment data indicates that absenteeism has a negative impact on disadvantaged students' progress; in 2024, the P8 score of disadvantaged students with attendance of 90% or below was a stark -1.01 below the P8 score of disadvantaged students with attendance of 96% or above. Therefore, reducing the number of disadvantaged students that are 'persistently absent' continues to be a priority.</p> <p>In addition, SEND attendance was lower than non-SEND attendance in 2024, and within that SEMH was one of the lowest attending areas of need. Disadvantaged SEMH students must be a priority to improve access to education for this vulnerable group.</p>
2	<p><b>Social, emotional and Mental Health support, and external factors:</b></p> <p>Nationally, Social Emotional Mental Health (SEMH) needs are now the second largest category of SEND behind speech and language needs, with over 284,000 young people were identified with an SEMH need in 2023. At present, 47% of students on the SEN Register at our academy have SEMH as an area of need.</p> <p>2024 Progress 8 demonstrated that there is still a difference in achievement between disadvantaged SEND students compared to non-disadvantaged SEND, specifically SEMH needs, although this gap is closing at our academy.</p> <p>In addition, 46% of suspensions last academic year were of SEN disadvantaged students, 55% of which were males. Research demonstrates that SEMH needs have a clear correlation with behavioural needs in this cohort, which can lead to vulnerable students not accessing learning.</p>
3	<p><b>Tuition:</b> Some disadvantaged students do not have the ability to study effectively at home, and do not always experience consistency and security in terms of their accommodation. Due to high levels of deprivation locally, this can lead to challenges for some students to study effectively at home. Many</p>

	<p>of these students do not have parents/carers who can support them adequately with academic study, and do not have the financial means to pay for expert tuition outside of school hours.</p> <p>Furthermore, KS2 and GL demonstrates that some students have a significant disparity between their reading and their numeracy skills. Therefore, these students are targeted with additional catch-up tuition from their arrival in Year 7 so that they can excel in both areas.</p>
4	<p><b>Reading:</b> Some disadvantaged students enter the academy without the ability to read fluently. There are marked differences in the levels of exposure to sophisticated language which can result in a broad vocabulary gap between disadvantaged students and their peers.</p> <p>Analysis of the KS2 data for the 2024-25 Year 7 intake shows that disadvantaged students have particularly depressed reading ability with the number of disadvantaged students meeting the expected standard being 7.5% lower than national performance. This is a trend that is increasing</p> <p>However, internal NGRT Reading assessments across 2023-24 show that our robust reading interventions and strategies have a positive impact on students' standardised scores for reading.</p>
5	<p><b>HAL:</b> Some disadvantaged HAL students do not achieve as well as their non-disadvantaged peers because these students have 'further to fall'. Without continued robust support from school, these students can sometimes significantly underachieve and this has an impact on their future prospects.</p> <p>2024 outcomes demonstrated that the robust interventions that have been put in place for disadvantaged most able students is now having significant impact, including for male disadvantaged students. Therefore, it is imperative that we continue to embed these strategies.</p>
6	<p><b>Ambition: Disadvantaged boys</b></p> <p>For some students, school is the only place where they receive a consistent message of high academic achievement and relentless ambition and aspiration. Lack of ambition can lead to some disadvantaged males not always demonstrating the behaviour for learning skills that allow them to achieve their potential in all lessons.</p> <p>Lack of cultural capital can reinforce social divisions, hierarchies of power and inequality within society. Enrichment and entitlement opportunities can ensure all students, regardless of disadvantage, have access to wider school opportunities to develop their cultural capital and expand networks which enhance their knowledge, skills and positive behaviours.</p> <p>Through the implementation of our 'Igniting Futures' strategy, we need to ensure that our students are motivated to embark on a successful post-16 progression route in order to achieve lifelong and limitless employment that will have a positive impact on our community in years to come.</p>
7	<p><b>Remaining at the forefront of excellent curriculum and teaching practice:</b> Due to the high proportion of disadvantaged students in the school, every teacher is a teacher of disadvantaged students. Therefore, we have a</p>

	strong strategic expectation of high performance, founded on cutting edge evidence-based research. In addition, trauma-informed teaching, starting with an understanding of how trauma can impact learning and behaviour, will be used as a basis for adaptive teaching and reasonable adjustment.
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## 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>Attendance:</b> To achieve and sustain improved attendance for all disadvantaged students, particularly SEND K, and disadvantaged boys so that their attendance is in line with non-disadvantaged peers nationally.	<p>Demonstrate sustained high attendance for disadvantaged students. Families are well supported by pastoral and attendance liaison support teams in dealing with anxieties surrounding attendance to school, learning and achievement, resulting in:</p> <ul style="list-style-type: none"> <li>attendance for the whole school at least in line with National figures by September 2026.</li> <li>attendance for disadvantaged, and SEND at least as high as their peers with an aspirational target of 95% by 2026.</li> <li>an aspirational target of reducing persistent absence (PA) figures for disadvantaged and SEND to 13% by 2026.</li> </ul>
<b>Social, emotional and Mental Health support:</b> Disadvantaged Students with Social Emotional Mental Health needs (SEMH) are so well supported; they learn the full curriculum and achieve highly.	<ul style="list-style-type: none"> <li>All disadvantaged Social Emotional Mental Health Students will achieve a successful post-16 progression, with 0% NEET.</li> <li>The quality of education for SEND students is exceptional as recognised in curriculum indicators and teaching indicators.</li> <li>Reduction in suspensions for disadvantaged SEMH students by September 2026.</li> <li>By 2026, disadvantage SEMH students will achieve as highly as their non-disadvantaged peers.</li> </ul>

	<ul style="list-style-type: none"> <li>Attendance for disadvantaged SEND SEMH students will be at least as high as their peers, with an aspirational target of 95% for 2026.</li> </ul>
<p><b>Tuition:</b> Disadvantaged students will achieve as highly as their non-disadvantaged peers as a result of high-quality tuition in English, mathematics, and a range of other subjects.</p>	<ul style="list-style-type: none"> <li>By 2026, disadvantaged students will achieve as highly as their non-disadvantaged peers across the Basics.</li> <li>English and mathematics attainment for disadvantaged students will be in line with National non-disadvantaged.</li> <li>Attainment of disadvantaged students in the English Baccalaureate, specifically science, will be broadly in line with their non-disadvantaged peers.</li> <li>Identified disadvantaged students (with a focus on SEND disadvantaged) have access to resources that will support with their academic achievement.</li> <li>Identified disadvantaged students (with a focus on SEND disadvantaged) will have access to tuition based on identified areas of need.</li> <li>By the end of Year 7, end of year assessments will demonstrate that students targeted for 'catch-up' revision have made significant gains in relation to their peers.</li> </ul>
<p><b>Reading:</b> Improved reading comprehension and range of vocabulary among disadvantaged students.</p>	<ul style="list-style-type: none"> <li>The reading and vocabulary data of disadvantaged students is improving rapidly and is at least in line with their non-disadvantaged peers.</li> <li>Students' reading ability, tested by NGRT will improve to at least expected level (SS 100+) and will fall into either the Tier 2 category or above.</li> </ul>
<p><b>HAL:</b> Disadvantaged HAL students achieve as highly as their non-disadvantaged peers, specifically in English, mathematics and other English Baccalaureate subjects</p>	<ul style="list-style-type: none"> <li>By 2026, most able disadvantaged students will achieve at least in line with National other students.</li> <li>HAL SEND students will perform exceptionally well.</li> <li>The progress gap between HAL disadvantaged females and males in English and Maths will reduce significantly, with HAL disadvantaged</li> </ul>

	<p>males achieving at least in line with national outcomes.</p> <ul style="list-style-type: none"> <li>• The number of most able disadvantaged students achieving grades 7-9 across English Baccalaureate subjects will improve.</li> </ul>
<p><b>Ambition:</b> Disadvantaged students from years 7-11 are provided with excellent wider curriculum experiences and opportunities that develop them as confident, ambitious and aspirational learners.</p>	<ul style="list-style-type: none"> <li>• As a result of the 'Igniting Futures' strategy, the vast majority of KS3 students will have excellent careers provision across all of the 8 Gatsby benchmarks. Students will demonstrate exceptional personal development skills and characteristics, and be intrinsically motivated to achieve highly.</li> <li>• Increase the participation of disadvantaged and SEND disadvantaged students in the Student Leadership Team.</li> <li>• Increase the number of disadvantaged students who achieve the SSAT the Student Leadership accreditation by 2026.</li> <li>• Engage all disadvantaged students with physical and mental health education conducted successfully by student leadership team by 2026.</li> <li>• 0% NEET for all disadvantaged students and POST 16 progression route that is suitably challenging and ambitious.</li> <li>• 100% of disadvantaged students will engage with the entitlement pledge as part of their cultural capital experience.</li> </ul>

## 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: £184,063

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teaching in the science faculty, specifically physics, will continue to be developed through robust CPD:</p> <ul style="list-style-type: none"> <li>• STEM provision is of a consistently high quality through a Lead Teacher for STEM.</li> </ul>	<p>Sutton Trust research has found that schools with the highest percentages of FSM eligible students have lower proportions of specialised Physics teachers. Therefore, many disadvantaged students do not have access to teachers with specialist knowledge of their subject, who may be more able to stretch them and answer complex subject specific questions in lessons. The CPD undertaken by members of the science faculty addressed this barrier.</p> <p><u>Potential for Success   The Sutton Trust</u></p>	<p>7</p>
<p>Appointed of Assistant Principal for the strategic leadership of Pupil Premium and High Ability Learners.</p> <p>Appointment of Pupil Premium Coordinator.</p> <p>High quality CPD to enhance the knowledge of this leader include:</p> <ul style="list-style-type: none"> <li>• Making the Most of Pupil Premium Conference 2026</li> <li>• Pupil Premium Strategy Conference 2026: Closing Stubborn Attainment Gaps</li> <li>• The Most Able Pupils Conference 2026</li> </ul>	<p>Most able students have 'further to fall' and therefore, without robust support from school can sometimes significantly underachieve; this has an impact on their future prospects. The 2015 Ofsted report into most able disadvantaged students states that schools should identify designated staff to champion the needs of these students.</p> <p><u>The Most Able Students   Ofsted</u></p> <p>Best practice from both Pupil Premium conferences will be disseminated to academy staff throughout the year so up to date, research informed, strategies are delivered within the Academy to close gaps.</p> <p><u>Pupil Premium Strategy 2026</u></p> <p><u>Making the Most of Pupil Premium 2026</u></p> <p><u>The Most Able Pupils Conference 2026</u> is a government CPD event. Best practice from this will be disseminated to academy staff throughout the year so that</p>	<p>7, 5</p>

	their teaching routinely challenges the most able students	
<p>Purchasing of CPD resources for staff to enhance curriculum development and teaching and learning. This includes a range of high-quality external resources:</p> <ul style="list-style-type: none"> <li>• National College school membership.</li> <li>• The Key CPD programme</li> <li>• Faculty access to funding for subject specific pedagogy.</li> <li>• Specialist Middle Leadership Training from external reviewers for leaders of core subjects on modelling expert leader behaviours.</li> </ul>	<p>The National College uses videos to deliver remote CPD on a range of school improvement strategies, including specific modules on improving outcomes for disadvantaged and vulnerable learners. This empowers staff to upskill themselves around emerging areas of need and interest.</p> <p><a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a></p> <p>The EEF states that supporting staff to apply general pedagogy to specific subject domains can ensure a tight focus on student outcomes.</p> <p><u>Professional Development   EEF</u></p>	7
<p>Purchase of 'Steplab', a professional learning platform to improve teaching through the development and coaching of staff, led by a Director of Coaching and Teacher Development.</p>	<p>Steplab is a piece of software designed to improve teaching and support powerful mentoring.</p> <p>Effective professional development includes high-quality follow-on coaching beyond initial training.</p> <p><u>Professional Development   EEF</u></p>	7
<p>Further developing SEND provision across the academy through ongoing robust CPD. This includes:</p> <ul style="list-style-type: none"> <li>• dissemination of training from the SENDCO to improve Wave 2 teaching for SEND K students across the curriculum.</li> <li>• release of SEND staff to complete</li> </ul>	<p>Students with SEND have the greatest need for Quality First Teaching, and are entitled to provision that supports their achievement. Nationally, the attainment gap between students with SEND and their peers is double the gap between students eligible for free school meals and their peers. However, students with SEND are also more than twice as likely to be eligible for free school meals*. We believe that closing the disadvantage gap</p>	7, 2

<p>training on the 'Strengthening Minds' Programme.</p> <ul style="list-style-type: none"> <li>evaluating and refining the strategies used by teaching assistants within the classroom to support numeracy and number skills.</li> </ul>	<p>means finding better ways to support students with SEND. Therefore, the academy follows the Department for Education SEND Code of Practice, and the EEF Guidance Report, to deliver the best quality of education for our SEND students:</p> <p><u><a href="#">SEND information   DfE</a></u>  <u><a href="#">*SEND in mainstream schools   EEF</a></u></p> <p>Some of our disadvantaged SEND students lack social, emotional and mental strength to enable them to operate as effective learners and regularly attend lessons. The 'Strengthening Minds' programme provides tailored support to encourage students to develop positive behaviour traits. The EEF states that there is some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</p> <p><u><a href="#">EEF   Social and Emotional Learning Strategies</a></u>  <u><a href="#">Strengthening Minds</a></u></p>	
<p>Purchase of 'Fresh Start Training' for English specialists and teaching assistants to further develop the teaching of phonics for struggling readers.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><u><a href="#">Phonics   Toolkit   EEF</a></u></p>	<p>7, 2</p>
<p>Recruitment of Head of Oracy, with a specific accountability for ensuring that all students demonstrate confidence and expertise in public speaking skills.</p>	<p>Oracy skills are vital to success in school and in life. And yet, for many children, especially those growing up in poverty, opportunities to develop these vital skills are missed. Only a minority of schools have consistent, coherent or adequately resourced provision to develop these skills in their students.</p> <p><u><a href="#">Our Impact   Voice 21</a></u></p>	<p>6, 7</p>

<p>Further developing literacy across the academy through ongoing CPD.</p> <p>Staff trained on the OMERA 'Six Pillars of Literacy', enhancing quality first teaching across the curriculum which includes reading opportunities in every lesson and explicit vocabulary instruction. This will involve ongoing teacher training and support, and release time for some staff members.</p>	<p>Reading comprehension strategies (inferring meaning from context and summarising or identifying key points) can have a positive impact on students' ability to understand a text. Disadvantaged children are less likely to have read at home with family members, and so may not have acquired the necessary skills for reading and understanding challenging texts.</p> <p><u><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>The academy follows the EEF recommendations for improving literacy in secondary schools, related to reading, writing, talk, vocabulary development and supporting struggling students.</p> <p><u><a href="#">Improving literacy   EEF recommendations</a></u></p>	<p>7, 4</p>
<p>Further developing adaptive teaching, including assessment for learning across the academy through ongoing CPD. This will involve ongoing teacher training and support, and release time for some staff members.</p>	<p>Teachers can provide increased opportunities for students to achieve success through adapting lessons, whilst maintaining high expectations for all.</p> <p><u><a href="#">Adaptive Teaching   EEF</a></u></p> <p>The EEF state that it is important to provide feedback when work is correct, as well as being used to identify errors. Students require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement. Providing high quality feedback to students in lessons is well-evidenced to have a high impact on learning outcomes, and may have a greater impact on disadvantaged students and lower prior attainers</p>	<p>7</p>

	than other students. Studies of verbal feedback show slightly higher impacts overall (+7 months).	
	<u>Feedback   Toolkit   EEF</u>	

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

Budgeted cost: £113,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of expert-led targeted support and tuition for disadvantaged students in mathematics and English. In addition to this, a vigorous timetable of supplementary teaching outside of school hours (boot camps, Saturday school and half term sessions) has been planned for targeted Year 11 disadvantaged students across all subjects.</p> <p>Funding also pays for a tuition coordinator who plans and measures the impact of tuition in Maths alongside a Maths tutor to deliver tuition to Y7 students with a KS2 score below 90 to improve numerical fluency.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students. The Education Endowment Foundation state that additional small group support can be effectively targeted at students from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u></p> <p>The Ofsted publication "The Pupil Premium: How schools are spending funding successfully to maximise achievement" highlights targeted support as one of the top ten 'gap busters'.</p> <p><u>Spending the PP funding successfully   Ofsted</u></p>	3, 5, 2
<p>Some disadvantaged students are unable to access high-quality revision materials and resources outside of school. Therefore, the academy will purchase these resources and work with the student to ensure that they are implemented in a way that will support academic progress. The</p>	<p>The Education Endowment Foundation find that Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools. <u>Homework   Toolkit   EEF</u></p> <p>Data from maths and science GL Assessment 'Progress Tests' taken at the start of Year 7 show that students in receipt of free school meals come to us with standardised scores significantly</p>	3, 5

<p>'Home and Independent Learning' strategy includes purchase of exam board endorsed revision guides and computer aided programmes such as Seneca Learning, Sparx Maths, Active Hub and Tassomai for HAL.</p>	<p>below their non-disadvantaged peers within our academy and other students nationally. Sparx Maths and Seneca Learning are high quality resources used by students as part of their 'Home and Independent Learning' (HAIL); subject leads are able to analyse the engagement and achievement of disadvantaged students and put interventions in place.</p> <p><u>Seneca Learning</u></p> <p><u>Sparx Maths</u></p> <p><u>Active Hub</u></p> <p><u>Tassomai</u></p>	
<p>A daily 'Home and Independent Learning' after school club (HAIL Club) provides access to computer equipment and teaching assistant support to enable self-study.</p> <p>A daily lunch time support area (The Hive) for Year 11 students to support independent study.</p>	<p>Some students, particularly those eligible for Pupil Premium funding, do not have access to the resources needed to study at home, for example the internet, a laptop or a quiet workspace. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p><u>Homework   Toolkit   EEF</u></p> <p>The Ofsted publication "The Pupil Premium: How schools are spending funding successfully to maximise achievement" states that providing good facilities for supported self-study is one of the top ten 'gap busters' for disadvantaged students.</p> <p><u>Spending the PP funding successfully   Ofsted</u></p>	3, 2
<p>Purchase of dyscalculia screeners and the GL Exact screener for literacy to early identify areas of literacy weakness likely to compromise attainment.</p>	<p>Students with dyslexia may not be able to demonstrate their true knowledge of a topic through written work unless extra support is available. Therefore, early identification of dyslexia is needed to remove literacy barriers.</p> <p><u>EEF   Improving Literacy in Secondary Schools</u></p> <p>Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Therefore, early identification of dyscalculia is needed to remove barriers to mathematics.</p>	2

	<u>Hertfordshire SEND   Numbers</u>	
<p>Purchase of 'Fresh Start' as a targeted intervention to ensure that all students can read accurately and fluently with good comprehension. 'Fresh Start' trained teaching assistants support trained English specialists with the delivery of 'Fresh Start' and reading intervention for Year 7 RS groups.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <u>Phonics   Toolkit   EEF</u></p> <p>The Ofsted publication 'Removing Barriers to Literacy' states that it is necessary for learners to have secure grasp of the link between sounds and letters to develop their literacy. The more effective secondary schools referenced in the publication had put in place a range of support for students in need of intensive help with reading. This support included introducing lessons on phonics for Year 7 students with low reading ages.  <u>Removing barriers to literacy   Ofsted</u></p>	3, 2, 4
<p>Recruitment of the Lexonic Coordinator, who works to rapidly improve the reading ability of those students identified as needed intervention through NGRT testing, most often through the delivery of Lexonic Leap and Advance programmes.</p> <p>This will be supplemented with a weekly reading club targeted at disadvantaged SEND students who are struggling readers.</p>	<p>Small group reading interventions are beneficial to students as research suggests that there is greater feedback from the teacher, there is more sustained engagement, and the intervention is more closely matched to learners' needs.</p> <p><u>Small group tuition   EEF</u></p>	3, 4
<p>The Brilliant Club – Funding used to release staff to facilitate in the running of this project for disadvantaged Year 10 students.</p> <p>The Scholars Programme increases university knowledge, academic skills and attainment for students through</p>	<p>Data from the Higher Education Access Tracker (HEAT) shows that Scholars Programme students have higher GCSE scores than Local Authority students who have similar Key Stage 2 prior attainment. Students with average prior attainment were twice as likely to achieve a 9-5 in maths and English at GCSE after taking part in The Scholars Programme in Year 10</p> <p><u>Brilliant Club Impact Report 2023</u></p>	3,5,6

university-style tutorials and a campus visit.	The Brilliant Club publishes an annual impact report. In the most recent report it states that the project continues its efforts to improve access routes to higher education.  <a href="#">Impact Report   The Brilliant Club</a>	
Purchase of online programs to supplement the learning of students inside and beyond the classroom.	Students' use of these programmes is carefully monitored as part of HAIL (Home and Independent Learning).  The EEF states that has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. The programs that we have purchased provide students with instant feedback. <a href="#">Homework impact   EEF</a>	3

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

Budgeted cost: £213,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will includes:</p> <ul style="list-style-type: none"> <li>attendance officer strategy</li> <li>mini bus transportation support</li> <li>school welfare officer</li> <li>'Team around Child' attendance strategy</li> <li>specific support from the SEND team</li> <li>uniform and equipment hardship fund</li> <li>ARAP Attendance Strategy, including rewards and incentives</li> </ul>	<p>A school's absence rate is the strongest predictive factor of the progress made by its pupil premium students. <a href="#">Against All Odds Report   Social Mobility Commission</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance   DfE</a></p> <p>Our experience has shown that working closely with families and their individual needs has a positive impact on the attendance of persistently absent students. Team Around the Child (TAC) is made up of safeguarding, inclusion, pastoral and SEND, attendance and senior leaders who are</p>	1, 2



<p>The Director of Inclusion holds a caseload of the most vulnerable disadvantaged students including LAC, CP, CIN and EH students ensuring maximum attendance for all.</p>	<p>skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>The Ofsted publication “The Pupil Premium: How Schools are Spending Funding Successfully to Maximise Achievement” highlights that schools that successfully use the funding to maximise achievement for disadvantaged students provided well-targeted support to improve attendance and links with families where these were barriers to a student’s learning – <a href="#"><u>Spending the PP funding successfully   Ofsted</u></a></p>	
<p>Reducing suspension strategy.</p> <p>The academy is committed to reducing suspension rates, and offers multiple faceted support to students who have received a suspension.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Vice Principal responsible for behaviour/ DSL and TAC Chair</li> <li>• Director of Safeguarding</li> <li>• Assistant Principal for Inclusion</li> <li>• Director of SEND and Metal Health (including anti-bullying)</li> <li>• Suspensions Manager</li> <li>• A Pastoral Lead for every year group, whom undertake restorative justice training.</li> <li>• Five Heads of Year</li> <li>• TAC ‘Team around Child’ attendance strategy</li> <li>• Suspensions Manager</li> <li>• CPD on behavior strategies with the aim</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Team Around the Child (TAC) made up of safeguarding, inclusion, pastoral, and SEND, attendance and senior leaders who are skilled in supporting pupils and their families to identify and overcome barriers to repeat negative behaviour. By engaging with parents swiftly and exploring the multiple intervention strategies the academy has reduced FTE from 448 (2019) to 175 (2021)</p> <p>Intentionally repairing harm to the relationship after a negative interaction has been shown to have a positive effect on creating a calm and purposeful culture in schools.</p> <p><a href="#"><u>Behaviour interventions   Toolkit   EEF</u></a>  <a href="#"><u>Behaviour and discipline in schools</u></a>  <a href="#"><u>Internal Exclusion Guidance   DCSF</u></a>  <a href="#"><u>Improving Behaviour in Schools   EEF</u></a></p> <p>Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p>	<p>1, 2, 6</p>

<p>of developing our school ethos and improving behaviour across school.</p> <ul style="list-style-type: none"> <li>• Specific support from the SEND team: uniform and equipment hardship fund.</li> <li>• Two HLTA for SEMH</li> <li>• HLTA for ASD</li> <li>• HLTA for careers</li> </ul>	<p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p><u><a href="#">The link between pupil health and wellbeing and attainment   Public Health England</a></u></p>	
<p>Breakfast club for all KS3 students will have access to breakfast should they need it.</p>	<p>Ofsted's 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation' reports the positive impacts of breakfast clubs. As well as reducing hunger, breakfast clubs have been found to improve concentration and behaviour in class and to improve punctuality for some students. They were also found to have additional positive impact on social development as they support students to make wider friendship groups.</p> <p><u><a href="#">Evaluation of breakfast clubs   Ofsted</a></u></p>	
<p>The academy provides a range of support for students' physical and emotional wellbeing. These interventions for specific students who require support with regulating their behaviour and emotions includes:</p> <ul style="list-style-type: none"> <li>• Counselling (both the school counselor and MHST)</li> <li>• therapeutic support</li> <li>• school therapy dog</li> <li>• additional breakfast club, with a focus on developing social skills for students in KS3</li> <li>• emotional regulation</li> <li>• Mentoring through pastoral staff</li> <li>• 'Furry Friends' animal and equine therapy</li> <li>• Sensory room</li> </ul>	<p>The Education Inspection Framework's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills, and can reduce symptoms of anxiety and depression:</p> <p><u><a href="#">Adolescent mental health   EIF</a></u></p> <p>Ofsted's 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation' reports the positive impacts of breakfast clubs. As well as reducing hunger, breakfast clubs have been found to improve concentration and behaviour in class and to improve punctuality for some students. They were also found to have additional positive impact on social development as they support students to make wider friendship groups.</p> <p><u><a href="#">Evaluation of breakfast clubs   Ofsted</a></u></p> <p>Animal therapy can support children who have autism, ADHD, learning disabilities, sensory processing challenges and anxiety.</p>	<p>1, 2</p>

<ul style="list-style-type: none"> <li>• Sports TA Qualification for SEMH and Physical Fitness</li> </ul>	<p>Connecting with an animal can help students feel grounded and help to regulate their emotions.</p> <p><u>Child Mind Institute</u></p> <p>Research from the Youth Sport Trust and Public Health England highlights that structured physical activity programmes can significantly improve pupils' mental health, self-esteem and emotional regulation, particularly for those with SEMH needs. Regular, targeted fitness sessions have been shown to reduce stress and anxiety, increase engagement in learning, and support the development of positive coping strategies. Physical activity also enhances executive functioning, including focus, working memory and impulse control, key areas of difficulty for many pupils with SEMH needs.</p> <p><u>Sport England</u></p>	
Funding for the Carnegie School Mental Health Award, and Wellbeing Coordinator	<p>This award lists many benefits for students, including improvements in self-confidence, resilience and emotional intelligence. Research has also shown that schools obtain this award have improved staff retention.</p> <p><u>Leeds Beckett University   Carnegie Award</u></p>	1,2,6
Funding for the Anti-bullying Award and Anti-bullying Coordinator	<p>Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.</p> <p><u>Preventing and tackling bullying   DfE</u></p> <p>This award lists many benefits for students, including reduced reports of bullying, improvement in attendance and behaviour.</p> <p><u>Impact Report   Anti-Bullying Alliance</u></p>	1,2,6
'Connect', a new element of the inclusion provision, created to support the 'hardest to reach' most vulnerable disadvantaged students. These students are at risk of severe absence.	<p>Pupils can become disengaged and disenfranchised with education when at risk of repeat suspensions. There is a heightened risk of poor attendance. Some students have a gap in school-based provision and therefore lose the routine and rhythm of the school day.</p> <p><u>AP Quality Toolkit   Centre for Justice</u></p>	1, 2, 6

<p>The students are supported in Connect with two qualified teachers who deliver a bespoke learning package:</p> <ul style="list-style-type: none"> <li>• Referral process to evaluate the individual needs of the student</li> <li>• Personalised timetable with specialist teaching</li> <li>• Access to a bespoke high-quality careers programme</li> <li>• Daily wellbeing support</li> </ul>	<p>Research demonstrates that there are long term mental health risks for students frequently suspended from school, particularly those with SEND.</p> <p><u>CHADD   School Suspension Risk</u></p>	
<p>Tuition within the Academy's 'Resolve' provision.</p>	<p>Behaviour-related removals from class cause disadvantaged pupils to lose significant learning time, which DfE and Ofsted identify as a key contributor to widening attainment gaps. DfE guidance requires schools to maintain education during sanctions, and the EEF shows that targeted tuition, especially one-to-one or small-group, provides rapid catch-up (around +5 months' progress). Providing tutoring within the Resolve area ensures pupils continue learning while removed from lessons, preventing gaps from widening and supporting our most vulnerable learners.</p> <p><u>DfE – Tutoring: guidance for education settings</u></p>	2
<p>Crisis Prevention Institute (CPI) training for targeted members of staff, included two highly-trained staff facilitators in the academy.</p>	<p>CPI Verbal Intervention™ incorporates trauma-informed and person-centred approaches. The programme trains staff to respond to crisis situations with a focus on prevention using verbal de-escalation skills and strategies where restraint is inappropriate.</p> <p><u>Crisis Prevention Institute</u></p>	2
<p>Improved communication with parents/carers, including:</p> <ul style="list-style-type: none"> <li>• Purchase of the School Synergy and</li> </ul>	<p>Research shows a consistent relationship between <b>increasing parental engagement (particularly of hard to reach parents) and improved</b> attendance, behaviour and student achievement.</p>	1, 6

<p>Arbor Parent App to facilitate rapid communication with parents in relation to attendance, behaviour, rewards and homework.</p> <ul style="list-style-type: none"> <li>• Coffee morning for parents of SEND students</li> </ul>	<p><u>Engaging Parents in Raising Achievement</u>   DCSF</p>	
<p>Provision of a robust careers education that ensures disadvantaged students can make informed decisions about their choices and are very well prepared for their future lives beyond 16. This includes:</p> <ul style="list-style-type: none"> <li>• Extended Leadership Team post for a member of staff to create a high quality 'Careers in the Curriculum' and 'Decorum' curriculum to be bespoke planned and delivered to each year group.</li> <li>• bespoke careers support packages for disadvantaged SEND students.</li> <li>• Unifrog platform to help access post-16 destinations</li> <li>• a robust work experience programme for all Year 10 students to amplify their career aspirations.</li> <li>• L6 trained careers advisor</li> <li>• A dedicated careers coordinator</li> <li>• Partnerships with local employers, colleges and universities.</li> </ul>	<p>Due to localised issues pertaining to the context of the academy, some disadvantaged students can be at risk of being exposed to harmful social norms that perpetuate inequality. A high-quality careers education facilitates upward social mobility for these students. The academy follows the career guidance as set out by the Gatsby Benchmarks <u>Good career guidance</u>   Gatsby</p> <p>A review of international evidence conducted by the Education Endowment Foundation found that teenagers who underestimate the education needed to get their chosen job are more likely to end up NEET and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals. Therefore, providing students with first-hand experiences of the world of work alongside independent and impartial career guidance is imperative to give disadvantaged young people the type of insights, exposure and experiences that will help them succeed in the world of work.</p> <p><u>Career aspirations</u>   Research   EEF</p> <p>The Ofsted publication "The Pupil Premium: How Schools are Spending Funding Successfully to Maximise Achievement" highlights that schools that successfully use the funding to maximise achievement for disadvantaged students carefully map careers advice and experiences for all disadvantaged students.</p> <p><u>Spending the PP funding successfully</u>   Ofsted</p>	<p>6, 2</p>

<p>Continuation of rewards and house system, with students being rewarded for all above and beyond actions with house points.</p> <p>This includes the appointment of the Director of House and Rewards who leads on House competitions and 'takeovers' to motivate students in their learning and personal development.</p>	<p>Disadvantaged learners respond best to a positive learning environment where mutually respectful relationships are developed. Since launching the rewards system, all students have been awarded for personal and academic achievements by gaining house points.</p> <p>The Education Endowment Foundation guidance 'Improving Behaviour in Schools' states that reinforcement programmes based on students gaining rewards encourage positive behaviour and improve students' learning behaviours. <u>Improving behaviour in schools   EEF</u></p> <p>The Education Policy Institute report into the 'Key Drivers of the Disadvantage Gap' states that a student's sense of belonging is associated with positive attitudes towards school, which are in turn positively predictive of attainment. Therefore, we promote the wearing of house badges on blazers to further develop a culture of pride, confidence and achievement. <u>Key drivers of the disadvantage gap   EIP</u></p>	6, 1
<p>Daily 'Active Lunchtime' provision, featuring staffing, resources and materials for each individual year group. Students are expected to participate in three thirty minute sessions of physical activity every week.</p>	<p>There are many benefits to students being physically active. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>- that being physically active impacts on progress and achievement.</li> <li>- it improves the brain by stimulating growth in the part of the brain responsible for learning and memory.</li> <li>- young people's ability to concentrate has also been shown to improve after physical activity.</li> <li>- Improved mental wellbeing</li> </ul> <p><u>Physical Activity in Schools   Sports England.</u></p>	2
<p>The embedment of the SSAT Student Leadership strategy, including academy accreditation. There is a drive for disadvantaged males to participate in</p>	<p>A lack of confidence and of social skills has been recorded as risk factor for the success of most able disadvantaged students.</p> <p><u>Academically Able Disadvantaged   DfE</u></p>	6

student leadership activities, specifically those who also SEND, in order to develop transferrable skills for the world beyond school.	The Student Leadership strategy facilitates students to fulfil their potential as future leaders.	
<p>Purchase of books for the 'Reading Widely and Often' full texts strategy which takes place in extended form time for students in Years 7-9.</p> <p>Students read a carefully chosen range of fiction texts allowing them access to a wide range of quality texts which expand their vocabulary. The texts are specifically selected to link to Fundamental British Values, the OMERA core values and PSHE education.</p>	<p>Reading texts that promote Fundamental British values develops students into valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.</p> <p>The Department for Education publication 'Research Evidence on Reading for Pleasure' states that students who receive free school meals are less likely to read fiction outside of the classroom. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. <a href="#">Reading for pleasure   Research   DfE</a></p> <p>Research suggests that the act of reading aloud to the class from a challenging text may support the development of children's spoken language comprehension and therefore contribute to their reading comprehension skills. <a href="#">Reading aloud with your class   EEF blog</a></p>	4, 5
Students, including those who are disadvantaged, will complete HAIL ('Home and Independent Learning') which exposes them to regular reading of subject specific text in all subjects through Seneca Learning.	<p>Prior general knowledge, which encompasses whatever students already know about events, ideas or objects, influences the meaning that they construct from texts. Its importance is anchored in the schema theory of reading (<a href="#">Anderson and Pearson, 1984</a> ) which proposes that comprehension occurs when the reader builds up systems of relationships between existing schemas and the information presented in the text. <a href="#">General knowledge &amp; reading   Journal of Research in Reading</a></p> <p>By exposing students to a wide variety of texts linked to their subjects, we will help students to find reading that they enjoy and will wish to continue for pleasure. Socio-economic factors can mean that some disadvantaged students are very much behind their non-disadvantaged peers in language development and general knowledge. This strategy encourages</p>	4, 2

	<p>wider reading across a wide genre of texts to support knowledge of current affairs and related subject matter.</p> <p>An article from SecEd states that disadvantaged students are at risk of becoming more disadvantaged as they progress through school because they do not possess the foundational knowledge they need in order to access and understand the school curriculum. It is the responsibility of every adult working in a school (not just English teachers) to show that reading is one of the hallmarks of civilised adult life. The texts purchased for this strategy are carefully chosen to develop students' vocabulary, language comprehension, general knowledge, and love of reading.</p> <p><u><a href="#">Pupil Premium   Closing the vocabulary gap   SecEd</a></u></p>	
<p>Funding is used to offer a wide range of extra-curricular and enrichment opportunities for our students. This includes:</p> <ul style="list-style-type: none"> <li>• over 50 hours of extracurricular activities per week, with loyalty incentive schemes</li> <li>• one of the largest cohorts of Duke of Edinburgh in Staffordshire.</li> <li>• 'Active' lunchtimes with bespoke sporting activities for all year groups.</li> </ul> <p>The academy Head of Extracurricular relentlessly drives up the participation rates of disadvantaged students and SEND students in our rich offer of extra-curricular activities.</p>	<p>An article published by The Sutton Trust reports that a child from the richest fifth of families is four times more likely to enjoy paid for extra-curricular activities than one from the poorest fifth.</p> <p><u><a href="#">Benefits of extracurricular   The Sutton Trust</a></u></p> <p>The Social Mobility Commission report 'An Unequal Playing Field: Extracurricular Activities, Soft Skills, and Social Mobility' states that too many students from disadvantaged backgrounds lose out on the benefits of extracurricular activities such as: increased confidence which helps social interaction, a real aspiration to go onto higher education, more soft skills and a sense of wellbeing and belonging. It is children from the poorest households that are much less likely to take part in any extracurricular activity, particularly music and sport.</p> <p><u><a href="#">Unequal Playing Field   Social Mobility Commission</a></u></p> <p>The Department for Education identify that the fact that some disadvantaged students have no or limited experience of belonging to out of school clubs or community associations and that this can be a risk factor for academic achievement.</p> <p><u><a href="#">Successful approaches   DfE</a></u></p>	1, 6



	<p>A positive association exists between academic attainment and physical activity levels of students. Promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling students to thrive and achieve their full potential.</p> <p>In addition, physical activity has been linked to improved classroom behaviour across the whole school.<sup>33</sup> Notable among the benefits are improved pro-social behaviour and peer relationships, with resulting reductions in disruptive classroom behaviour.</p> <p><u><a href="#">The link between pupil health and wellbeing and attainment   Public Health England</a></u></p>	
<p>Funding for the KS3 'Entitlement Pledge' so that it provides a range of activities and events that support an 'awe and wonder' culture within the delivery of all subjects for all students, specifically 100% participation for disadvantaged students. The (free to all) curriculum entitlement includes visits to a variety of places such as: place of religious worship; museums; visiting a major city; watching a theatre performance; going to a pantomime; conducting an ecological study at a beach; an outdoor leadership event; a whole group university visit; plus KS4 subject enhancements such as the English Literature Theatre trip, the Gladstone Pottery Museum trip for History students and Geography fieldtrips.</p>	<p>Faculties can bid for funding for subject specific experiences. Each faculty must provide evidence to support their bid in order to successfully receive funding.</p> <p>The Ofsted publication "The Pupil Premium: How Schools are Spending Funding Successfully to Maximise Achievement" states that providing a range of educational experiences is one of the top ten 'gap busters' for disadvantaged students.</p> <p><u><a href="#">Spending the PP funding successfully   Ofsted</a></u></p> <p>The Department for Education identify that the fact that some disadvantaged students have no or limited experience of cultural activities and that this can be a risk factor for academic achievement.</p> <p><u><a href="#">Successful approaches   DfE</a></u></p>	1, 6

Annual KS3 Celebration Evening in partnership with Staffordshire University to celebrate excellence at KS3	One way to ensure the best learning environment outcome is to encourage our learners through positive reinforcement.  <u>C Dweck Reseach</u>	2, 6
Funding for both disadvantaged and EAL students to access learning. For example: <ul style="list-style-type: none"> <li>Purchasing ingredients for disadvantaged students to partake in Food Technology.</li> <li>Tablets which work as translators for EAL learners.</li> </ul>	DfE Pupil Premium guidance highlights that funding should remove obstacles to learning and support equal access to the curriculum for disadvantaged learners. Covering ingredient costs enables all pupils to engage in the same high-quality practical experiences, supports skill development, and prevents non-participation due to hardship, thereby helping to narrow attainment and engagement gaps.  <u>Pupil Premium guidance for school leaders</u>  National EAL guidance (e.g., The Bell Foundation) emphasises the importance of targeted resources that enable pupils to understand instructions, access curriculum content, and participate confidently in class. Translation devices help learners make rapid progress in both subject knowledge and language acquisition, promote independence, and ensure equitable access to the curriculum, improving outcomes and inclusion for EAL pupils.  <u>The Bell Foundation — EAL guidance for schools and leader</u>	1, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £510,614**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Attendance:**

Attendance rates are steadily climbing along with national averages following the attendance crash after the forced school closures during the COVID pandemic. We use the DfE attendance dashboards and the Fischer Family Trust (FFT) as an early indicator of our performance and areas for development. Additionally, as a trust with over 40 schools, we have access to an online data platform to give us live attendance tracking data to act as a good indicator of how we are performing against similar schools. Using the DfE dashboard we are able to see that in 2024/2025 disadvantaged students' attendance at OMERA was 1.7% higher than the national average for disadvantaged students. This was cemented by FFT reports, we had monitored weekly throughout the year which showed that in 2024/2025 disadvantaged students' attendance at our academy was 1.7% above the FFT average. In addition, we are able to see in the DfE dashboards that those students who are both disadvantaged and SEND are in the top 40-50% of all secondary schools, with SEMH students being highlighted as a strength as part of the DfE similar school comparison reports.

As a result of the attendance strategies listed in this document and implemented by the attendance team last year, there continues to be positive impact on disadvantaged students' attendance to school. In the first term of the current academic year, 2025,

- Disadvantaged students' attendance is in the top 30-40% when compared to disadvantaged students nationally.

Disadvantaged students' attendance on the FFT dashboard is higher than the FFT average in all year groups with the overall average being 1.6% higher. Areas of strength are highlighted as:

Y9 3.7% higher than FFT average

Y8 2.5% higher than FFT average

The Senior attendance champion will use the Pupil Premium funding to continue to ensure the trend of PP and PP SEND students' attendance remains competitive compared against national and other comparative figures available and are aspirational in closing the gap between their non-disadvantaged peers. We will endeavour to accelerate improvements further through strategic use of SEND staff and the Attendance Team. This will include refining the caseload of the school welfare officer with a focus on disadvantaged SEND students and a new focus on disadvantaged girls and students struggling with mental health into 2025/2026.

#### **Social, emotional and behavioural support:**

Ormiston Meridian Academy has successfully met the ambitious targets set for improving outcomes for SEND and disadvantaged SEMH students. The quality of education for SEND students continues to make progress, as evidenced by both internal and external indicators. During the 2024/25 faculty review process, 84% of teachers demonstrated strong or extremely strong evidence of pre-planned support for SEND learners, ensuring high-quality differentiation and inclusive practice across subjects. Where areas for development were identified, targeted support and re-observations have been planned in collaboration with senior teachers or the SENCO. This focus on consistent, high-quality teaching is reflected in the overwhelmingly positive feedback from stakeholders—100% of PP EHCP parents reported satisfaction with the support and progress of their child, and 90% of PP SEND students stated they felt supported and that teachers effectively implemented their Achiever Plans. These strategies have led to highly effective learning in nearly 85% of lessons, further reinforcing the strength of our SEND provision.

Attendance data from the Department for Education shows that disadvantaged pupils with SEN at OMERA achieved 86.5% attendance, which is notably higher than the 83.9% median for similar schools. In particular, the attendance of pupils whose primary need is SEMH was 86.9%, placing

OMERA above all 20 similar schools in national comparison. This achievement reflects the dedicated work of the Attendance and SEND teams, whose targeted interventions and family engagement strategies have been instrumental in this gradual improvement. Although we continue to aspire to close the attendance gap further, the current data evidences significant and sustained improvement towards our ambitious 95% target.

The academy has also achieved a substantial reduction in suspensions for disadvantaged SEMH students. Over the past four years, suspension rates for SEND K students have reduced by 14 percentage points, while the rate for EHCP students has dropped dramatically—from 96.62% to 37.04%, a 61% reduction. This positive trend highlights the effectiveness of early intervention, restorative approaches, and close collaboration with external SEMH specialists. Of the 45 SEND students who received a suspension in 2024/25, 41% did not receive a repeat suspension, and repeat suspensions have declined year on year.

100% of SEND students have received enhanced careers guidance, with all completing bespoke college visits and receiving one-to-one application support. Every Year 10 SEND student successfully secured appropriate and ambitious work experience, and the NEET figure for SEND and Pupil Premium students in 2024/25 was 0%. This demonstrates that all students are being effectively prepared for their next stage of education and employment. Additionally, extra-curricular participation rates now exceed 90% across all groups, showing equitable access to enrichment opportunities.

Through high-quality teaching, targeted intervention, and a whole-school commitment to inclusion, OMERa has made some demonstrable progress in achieving its 2025 goals. The data shows improvements in attendance, behaviour, and attainment for disadvantaged SEND and SEMH students, reflecting a culture where every learner is valued, supported, and enabled to succeed.

#### **Tuition:**

26 disadvantaged students received intense weekly Maths tutoring from a freelance Maths tutor across the academic year, and 13 disadvantaged students received intense English tutoring from a freelance English tutor. This totalled over 1000 hours of tutoring to disadvantaged students in Year 11 across the year.

In addition, over 150 hours of out of school class teacher led tutoring (Saturdays, half term, P6/7) was delivered across the year, with all disadvantaged students targeted.

With a focus on the particular cohort of disadvantaged students that received tuition, we can see that improvements were made from assessments at the start of Year 11 to actual GCSE. The average A8 for the PP students receiving Maths tuition increased from 3.65 A8 grade to 3.82, and English increased from 4.08 to 4.62.

With a specific focus on the English tutees, 23% of the cohort were on track to achieve Grade 4+ in Language at the start of Year 11, increasing to 69% in their actual Language GCSE, and 46% Grade 5+. Similarly, 46% of the cohort were on track to achieve Grade 4+ in Literature, to 69% in their actual Literature GCSE, and 31% Grade 5+. Only one disadvantaged student in receipt of English tuition achieved below a grade 4 at the end of Year 11; this student achieved an average grade of 2.6 across their subjects compared to a Grade 3 in both English GCSEs.

With a specific focus on the Maths tutees, 0% of the cohort were on track to achieve Grade 4+ in Maths at the start of Year 11, increasing to 76% in their actual Maths GCSE. 12% Grade 5. Four disadvantaged students in receipt of Maths tuition achieved below a grade 4 at the end of Year 11; these students all had to school below attendance below 90% in Year 11, having an impact on their time in Maths lessons and with their Maths tutor.

#### **Reading:**

From September 2024 to July 2025, NGRT data demonstrates that there has been an increase in standardised reading scores across Years 7 to 10 disadvantaged students, particularly when comparing the start and end points of the academic year where there was a 6% increase in the number of students achieving an SAS score of 100 and above. This overall growth demonstrates the

effectiveness of the reading interventions implemented during the year.

Analysing this in more detail:

The number Year 7 disadvantaged students in Tier 1/Tier 2 (SAS 100+) increased from 38% to 44% .

The number of Year 8 disadvantaged students in Tier 1/Tier 2 (SAS 100+) increased from 41% to 55%

The number of Year 9 disadvantaged students in Tier 1/Tier 2 (SAS 100+) increased from 43% to 49%

The number of Year 10 disadvantaged students in Tier 1/ Tier 2 (SAS 100+) increased from 53% to 56%.

Disadvantaged students collectively improved their SAS by 4.14 across the academic year- this is higher than the average progress made by their non-disadvantaged peers (3.91). Whilst this progress is commendable, the average SAS for Y7-Y10 disadvantaged students is 99.85 in comparison to their non-disadvantaged peers (SAS 106.83). Addressing this gap will require ongoing focus and tailored interventions to ensure equity in academic achievement. In summary, the data reflects a positive trend in student reading outcomes across all year groups when comparing start and end points. Specific progress categories show that:

In Year 7, based on their individual starting points, 128/183 (70%) of the cohort made expected or above progress. This is just below national (75%). Out of this 61(71%) of disadvantaged students made expected or above progress. 20 (11%) of the cohort made 'much higher' than expected progress. This is above national (10%).

In Year 8 based on their individual starting points, 171/232 (74%) of the cohort made expected or above progress. This is just below national (75%). Out of this 82 (76%) of disadvantaged students made expected or above progress. 13 (6%) of the cohort made 'much higher' than expected progress. This is just below national (10%).

In Year 9, based on their individual starting points, 160/229 (70%) of the cohort made expected or above progress. This is just below national (75%). Out of this 50 (73%) of disadvantaged students made expected or above progress. 29 (13%) of the cohort made 'much higher' than expected progress. This is just below national (10%).

Overall, continued efforts will be essential to ensure that all students, particularly disadvantaged ones, have access to the necessary resources and interventions to close the achievement gap. The successful implementation of targeted strategies during this academic year demonstrates the potential for sustained improvement in student performance.

#### **Most Able:**

The outcomes of most able disadvantaged students have improved across a number of qualifications in 2025. Most notably, all of the Sciences in the triple science qualifications improved (Biology 68% increase, Chemistry 68% and Physics 50%) in securing the highest grades (grades 7-9 or BTEC equivalents of D-D\*). Computing results continued to improve (8%), along with French (5%), Geography (3%), RE (2%), Health and Social care (2%) and Engineering (7%).

In addition, attainment scores for disadvantaged most able students improved in 2025, with an overall improvement in attainment score of 3.95 points and on average per grade of 0.4 points. Attainment of most able disadvantaged students improved in both Maths and English, with a 7% increase in the number of students who achieved a grade 7-9 in both subjects.

CEIAG opportunities for most able disadvantaged students were provided, with targeted most able disadvantaged students participating in bespoke sessions focussing on Russell Group University Education, a visit to our Oxbridge partner college (University College, Oxford) and advice and guidance from our careers team including options such as High-Level Apprenticeships.

**Ambition:**

Disadvantaged students from Years 7-11 continue to be provided with excellent wider curriculum experiences and opportunities that develop them as confident, ambitious and aspirational learners.

The 'Igniting Futures' programme is fully embedded within the academy, providing students across all key stages with current and relevant information regarding careers, progression routes and pathways for a range of careers. Student voice indicates that they have a clear understanding of their future pathway and of the skills that employers were looking for.

All of the eight Gatsby Benchmarks are achieved across the academic year, including 100% of disadvantaged Year 10 students taking part in the academy work experience programme which further helped to guide career decisions and develop employability skills.

As a result of the academy 'Entitlement Pledge' all disadvantaged students participated in activities beyond the classroom linked to the personal development curriculum. We have built into the entitlement pledge additional opportunities for modern work experience and employer encounters. These have been maintained as free of charge and are accessible for all students, included disadvantaged. This focuses on engaging students' aspirations and encouraging them to be ambitious learners. This has included university visits, ecological studies and theatre performances.

As a result of the CIAG education for disadvantaged students our NEET figure (0.5%) is well below the area average (4%) demonstrating the impact of our bespoke interventions to support our most disadvantaged students.

Extracurricular (clubs and societies) offers are extensive, are very well attended and there is no difference between the participation of disadvantaged compared to non-disadvantaged.

The OMERA Parliament is an integral part of the academy student leadership programme. All discrete student groups are well represented at the regular student Parliament meetings. For 2025-26, 50% of students who achieved Bronze student leadership accreditation (SSAT) were disadvantaged.

## Externally provided programmes

Programme	Provider
Lexonik	Lexonik
Fresh Start	Ruth Miskin
The Brilliant Club 'Scholars Programme'	The Brilliant Club

## Further information (optional)

### Planning, implementation, and evaluation

In planning our new Pupil Premium Strategy, we evaluated the needs of the disadvantaged students in our academy in relation to the barriers that they face as part of their individual and local contexts. There are some barriers that affect large numbers of disadvantaged students in similar ways, however some of the barriers to achievement are highly complex and personal to individual students. Academy leaders triangulated evidence from multiple sources of data including assessments data, behaviour data, and conversations with parents, students and staff in order to identify the challenges faced. The Pupil Premium Lead and Pupil Premium Policy Holders conducted an extensive literature review of published research about effective use of Pupil Premium funding, the impact of disadvantage on educational outcomes, and how to address challenges to learning presented by socio-economic disadvantage.

An evaluation of previously planned activities and the impact that this had on the lives of our disadvantage students was also undertaken. We will continue with the programmes that have had the biggest impact on students' achievement and progress as identified in Part A:

- additional tutoring by specialists in English and mathematics
- additional teaching sessions across all subjects for Year 11 students
- delivering a robust careers programme to ensure that Year 11 student secure a successful post-16 progression route
- additional reading tuition and literacy development strategies
- further targeted support for the most vulnerable disadvantaged SEND and HAL students
- implementation of robust attendance interventions

### Additional non-funded strategies

To fulfil our academy vision of 'Shaping Lives, Building Ambition, and Igniting Futures' our Pupil Premium Strategy will also be supplemented by additional non-funded strategies that are not being funded by Pupil Premium or Recovery Premium. This will include:

- CPD throughout the year on high impact non-funded Pupil Premium strategies, with monitoring through learning walks, book scrutinies and student voice.
- embedding more effective practice around feedback. Education Endowment Foundation research demonstrates this has significant benefits for students, particularly those who are disadvantaged
- SENDCO monitoring quality first teaching and wave 2 SEND intervention at class teacher level to meet individual needs.
- CPD to support with data analysis and a new data manager to evaluate successes and areas for development, to inform faculty and class teacher decision making for their disadvantaged students.
- developing students' vocabulary through the use of Tier 3 vocabulary key words every lesson. Planning of academic vocabulary alongside the curriculum for all subjects will mean that vocabulary builds up cumulatively through the years.
- identification of classes with a significant proportion of disadvantaged students and providing additional high-profile visits to support these classes.
- consistent implementation of the academy behaviour policy to close the attainment gap between disadvantaged boys and their peers by challenging harmful

social norms, building their ambition, providing inspiration, improving engagement, behaviour and attendance.

- fortnightly review of internal behaviour data with a specific focus on disadvantaged students, identifying possible 'triggers' to poor behaviour.
- utilising GL assessment data to inform curriculum planning so that students catch-up on the areas identified as weaknesses in English, mathematics and science.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed in Part A), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- monitoring the quality of homework submitted by disadvantaged students and intervening as necessary. The attendance of most able disadvantaged students to HAIL Club will be monitored.
- most able disadvantaged students (as identified by NCOP) will continue to participate in 'The Brilliant Club', funded by Higher Horizons, and other funded Uni-Connect opportunities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for our disadvantaged students.