

Orion Academy Pupil Premium Mid Year Review of plans 2021 – 2022

60% of learners are in receipt of pupil premium funding

Funding allocated for 2021 -2022 = £78, 830

<b>Intended Outcome</b>	<b>Success Criteria</b>	<b>Mid-year review</b>
<p><b>Literacy</b> The targeted cohort (41% of students) across the school will improve their reading age and engagement in learning</p>	<ul style="list-style-type: none"> <li>- A whole school reading strategy will be in place and live in practice by end of 2021/22</li> <li>- Targeted cohort will have accessed regular reading interventions e.g., Sound Reading System. At least 80% of students receiving SRS intervention will have met their reading target</li> </ul>	<p><b>RAP: QoE Strategic Objective 1.3</b></p> <p>KS2/3 students have undertaken a baseline assessment for reading. Cohort of students identified to receive SRS interventions which is now timetabled throughout the week. Identified students will have a SRS TOPs target for Terms 5 &amp; 6.</p> <p>Literacy Curriculum intent statement will be shared with staff and be introduced from September 2022.</p>
<p><b>Attendance</b> Attendance for PP students and their disadvantaged peers will be in line with the remainder of peers in school. Careful and forensic monitoring systems will be in place and each student will be tracked and progress will be reported and celebrated.</p>	<ul style="list-style-type: none"> <li>- Decrease in % of PAs</li> <li>- Student attendance is 74% or better</li> <li>- Students of concern are identified early and work with families and support agencies to help to understand the difficulties faced by students and families</li> </ul>	<p><b>RAP - B &amp; A Strategic Objective 2.3</b></p> <p>Orion Academy applied for and has been accepted to participate in a trial attendance pilot led by Northern Education Trust – to begin in June 2022</p> <p>2 x Home School Link Workers appointed and will begin work in September 2022</p>



	<ul style="list-style-type: none"><li>- Timely parenting contracts</li><li>- Use of County Attendance Team to explore strategies to support</li><li>- By September 2022 a Home School Link Worker will be in post and will provide a transparent and supportive link between school and home; raising attendance levels in those homes where engagement has been challenging</li><li>- Full commitment from school leaders to engage with best practice schools e.g., North Shore Academy</li><li>- Students with Emotionally Based School Avoidance are identified, and action plans developed to improve engagement and participation</li><li>- Increased staff understanding and confidence in identifying and planning for students at risk of EBSA</li></ul>	<p>SLT members trained in Emotionally Based School Avoidance and training to be delivered to school staff in Term 6</p> <p>Attendance to date for PP students = 76%. Overall whole school attendance is 70%. (Attendance CAP is 83% due to students accessing bespoke pathways, RTTs, etc).</p>
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<p><b>Cultural Capital</b> The school will commit to offer at least one off-site school trip linked to each scheme of work in KS2/3. We will be offering wider opportunities through residential as well as developing a diverse programme of experiences.</p>	<ul style="list-style-type: none"> <li>- All students will have enjoyed at least two off site visits</li> <li>- Student voice through feedback and questionnaires will show engagement and enjoyment</li> </ul>	<p><b>RAP – QoE Strategic Objective 1.2, PD Strategic Objective 3.1</b></p> <p>100% of students have had the opportunity to attend one off site school trip to date, linking to schemes of work: KS2: Space Museum KS3: Oxford Castle KS3: various off-site trips linked to vocational learning experiences. Due to the conflict in Ukraine, the Amsterdam residential has been postponed and will take place next May 2023</p>
<p><b>Preparation for Adulthood</b> The school will develop its Work Experience Strategy to broaden its links with employers. This will ensure that all students eligible for work experience will have access to a placement appropriate to their interests and aspirations. The school will continue to embed CEIAG opportunities across the school, both within the curriculum offer and through enrichment activities.</p>	<ul style="list-style-type: none"> <li>- Work Experience Strategy is live in practice and is understood by students, staff and parents/carers</li> <li>- Own school Risk of NEET calculations will address the needs of those identified students at risk of NEET. Each student will be RAG rated and subsequently will have an identified pathway to reduce such risk.</li> <li>- Students on bespoke</li> </ul>	<p><b>RAP – QoE Strategic Objective 1.2, PD Strategic Objective 3.1</b></p> <p>Identified KS3 and 100% of KS4 students on site attended a local SEND careers fair.</p> <p>80% of year 11 students on site have experienced successful work experience placements</p> <p>50% of year 10 students have experienced successful workplace encounters</p> <p>To date: 1 x student identified as potential NEET post 16</p>



	<p>pathways will show positive engagement with positive outcomes at Post-16 evidenced by successful Post-16 applications.</p> <ul style="list-style-type: none"> <li>- This can be measured by attendance, behaviour data, reduction in exclusions, and individual case studies</li> </ul>	<p>10 x students have identified post 16 pathways</p> <p>2 x Talento INSETs (Terms 3 &amp; 4) attended by all staff will help to embed careers education from KS2 upwards</p>
<p><b>Mental Health and Wellbeing</b> The school will have supported the training of 2 Family Links (Nurturing Programme) Parent Group Leaders to enable parents to be equipped with the strategies to be more effective parents, supporting the mental health and wellbeing of their children.</p>	<ul style="list-style-type: none"> <li>- Parents will be able to access regular training and support through the school</li> <li>- Increased partnership between parents and school – parent attendance in meetings, etc.</li> <li>- Improved mental health and wellbeing of students throughout the school</li> <li>- Successful recruitment of Home School Link Worker for September 2022 will develop further home-school partnerships</li> </ul>	<p><b>RAP – B &amp; A Strategic Objective 2.1</b></p> <p>Newly appointed Home School Link Workers will be attending the Family Links Parent Group Leader training in June 2022 (4 days)</p> <p>Positive feedback from parent/carer survey: 97% agree/strongly agree that the school supports their child’s wider development 94% agree/strongly agree that their child is happy at the school</p>
<p><b>Self-esteem, confidence and resilience</b></p>	<ul style="list-style-type: none"> <li>- Enrichment opportunities will allow the</li> </ul>	<p><b>RAP – B &amp; A Strategic Objective 2.1</b></p>



<p>Disadvantaged students will have greater confidence, self esteem and resilience to help them to succeed in school, both inside and outside the classroom</p> <p>Students will develop and use a wider range of emotional vocabulary to express their feelings and demonstrate greater empathy and understanding of their peers.</p> <p>The school will work in partnership with Iffley Academy Restorative Practice Team.</p>	<p>development of self-esteem, confidence and resilience within safe and structured environments.</p> <ul style="list-style-type: none"> <li>- Disadvantaged students will extend their experiences in and out school e.g. school council, after-school club, work experience, etc.</li> <li>- Increased participation in restorative meetings and Reflect and Restore sessions</li> <li>- Progress evidence on Emotional and Social Growth scores</li> <li>- Increased rate of students engaging in peer mentoring opportunities</li> <li>- Increased % of students achieved TOPs targets related to social and emotional growth</li> <li>- Increased staff confidence in leading restorative meetings and engaging in</li> </ul>	<p>April 2022: whole staff training on Zones of Regulation. Identified students (EHCP provision) now use ZoR within their daily life at school.</p> <p>ZoR will be a key strategy on new Student Support Plans from September 2022. Introduction of Reflect and Restore daily sessions has seen a notable increase in students' use of appropriate emotional vocabulary and a wider understanding of working restoratively. Initial links forged with Iffley Academy. SLT completed audit ready for September 2022. This has identified the key areas of focus for next year.</p> <p>Students in receipt of Pupil Premium continue to show no statistical difference than their peers in their levels of self confidence and resilience. All work completed continues to benefit the whole school community.</p>
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	<p>restorative conversations</p> <ul style="list-style-type: none"> <li>- Introduction of Zones of Regulation programme leads to common language of emotion developing across the school</li> </ul>	
<p><b>Sensory Needs</b> Disadvantaged students will have their sensory needs addressed in the classroom to help them focus and learn.</p>	<ul style="list-style-type: none"> <li>- Students to access a wider range of sensory resources</li> <li>- Improved understanding of individual student's SEND through training, listening to student and parent voice</li> <li>- Development of emotional and social responses</li> <li>- Evaluation of the sensory space demonstrates improvements in student's autonomy and self-regulation in terms of individual needs</li> </ul>	<p><b>RAP – QoE Strategic Objective 1.1</b></p> <p>Successful reintegration of 1 x year student using a range of sensory activities to support self-regulation.</p> <p>Successful development of a sensory room to support KS2 learners has resulted in:</p> <ul style="list-style-type: none"> <li>- Improved classroom engagement</li> <li>- Reduction in movement around the school</li> <li>- Reduction in risk of absconsion</li> <li>- Development of self regulation and autonomy in using the sensory space</li> </ul>