



Pupil Premium Strategy Statement 2022_2026

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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	Orion Academy
Number of students in school	93
Proportion (%) of pupil premium eligible students	60
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024_2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Harry Paget-Wall Collins Acting Executive Headteacher
Pupil premium lead	Heather Blackband AHT
Governor / Trustee lead	Julie Tridgell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,745
Recovery premium funding allocation this academic year	£42,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,835



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress against their curriculum and their Educational Health and Care Plan Outcomes, so they can leave Orion academy with high levels of self-belief, esteem and the skills and characteristics to be active citizens in their community.

There is substantial body of research evidence to suggest that young people's social, emotional and mental health (SEMH) and Communication and Interaction (C&I) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour and attendance in school, further training and employment and general life chances. To meet the student's needs at Orion, we will adopt a graduated response to meeting our students SEMH and SEND needs. This starts with a whole school approach and those of understanding and supporting SEMH needs and engagement with parents. This includes quality first teaching for all students ranging from targeted interventions for groups and individuals and specialist interventions for those with the most complex needs e.g. sensory circuits.

The interventions have been grouped into:

- Universal- for all students
- Targeted for some students
- High-Level support- for a few (Waves of intervention).

The focus of our pupil premium strategy is to support the most disadvantaged students to achieve their goals in both academic and personal development. We will consider the challenges faced by our most vulnerable students, such as those who have a social worker and young carers.

Our specific aims of our Pupil Premium strategy are to:

- Improve the rate of progress (attainment, personal and EHCP outcomes) across all key stages for students eligible for PP through high quality teaching
- Identify gaps/support needed and put in place interventions to support rapid progress – Targeted Academic Support, Enrichment and Personal Development.
- Improve attendance for all students (especially PP and those students with Severe (SA) or Persistent Absence (PA)) through Attendance Work
- Put the appropriate support in place for all students with mental health or wellbeing concerns (Wave of Interventions) such as Therapeutic Mentoring,

Emotional literacy/coaching, Solution Circles, Mend it meetings, PACE, Mindfulness

At Orion we are aware that high-quality teaching will be at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led funding for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. Our approaches will be supported by research and evidence to support impact.

Challenges

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

Challenge number	Detail of challenge
1	Well-being: Our cohort has a number of complex social and emotional and SEND needs: 50% of the cohort have identified ADHD. These needs are often surrounded by mental health and wellbeing that contribute significantly to underachievement.
2	Aspirations and Motivation: for many of our students there is issues around the own belief and motivation towards school. These are long term issues. Our assessments, observations and discussions have identified a lack of enrichment opportunities to build cultural capital.
3	Attendance rates for students are significantly below the school target, this reduces their school hours and contributes significantly to underachievement. Our attendance data over the last academic year (2021-2022) was: <ul style="list-style-type: none"> - Whole school 74.5%. - Serious Absences 13.6% - Persistent Absence 61.5%

	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
4	Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
5	Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
6	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students, including their attainment.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4	By the end of our current plan in 2024/25, 100% of disadvantaged students will go onto higher education, employment, or training. 100% of KS4 students will gain qualifications in literacy and numeracy functional skills.
Improved reading comprehension, accuracy and fluency among disadvantaged students across KS2 and KS3	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own behaviours and learning. Boxhall assessments will show progress for students. Progress in character development and behaviour data will reflect progress

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being no more than 11%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 3%. • the percentage of all students who are persistently absent being below 25% and the figure among disadvantaged students being no more than 8% lower than their peers.

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: **£55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4, 6
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners: Meta-cognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Enhancement of our maths/literacy teaching and curriculum planning</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access:</p> <ul style="list-style-type: none"> - Maths Hub resources (Bucks) and CPD offers (including Teaching for Mastery training). 	<p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p>Bucks Maths Hub</p>	1, 2, 4, 6

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Orion will invest in RWINc Curriculum</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>RWInc +5months</p>	<p>1, 2, 4, 6</p>
<p>Continuous Professional Development – Quality First Teaching</p>	<p>Weekly CPD and on-going coaching and mentoring to support QFT</p>	<p>4, 5, 6</p>

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

Budgeted cost: **£23,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics +5months</p> <p>Bedrock Vocabulary</p>	<p>2, 5, 6</p>
<p>Additional phonic sessions (Fresh Start/RWINc) targeted at disadvantaged students who require phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on students, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>2, 5, 6</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Targeted emotional literacy support and mentoring/coaching	EEF toolkit Behaviour interventions +4months Mentoring +7months 1:1 support / tutoring +5 months	1, 2, 3
Tutoring Support for catch up and gap fill in both academic and personal development	Therapeutic mentoring Sensory circuit support 1:1 targeted interventions	1, 2
Enrichment activities for raising cultural capital and opportunities for personal development	Weekly enrichment activities this includes after/in school targeted clubs for disadvantaged	1, 2, 3

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

Budgeted cost: **£17,855**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School training on behaviour management and anti-bullying approaches with the aim of developing our academy ethos and improving behaviour across the Academy.	Restorative Approaches Behaviour Interventions / EEF Conscious Discipline, PACE, Team Teach, Trauma Informed Therapeutic and Pastoral Mentors	1, 2, 3
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2, 3

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, for example Chromebooks to support tutoring	
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Total budgeted cost: £8000

Externally provided programmes (academic year 2022_2023)

Programme	Provider
Design and Technology	RAW
Vocational – Mechanical	TRAX
Therapeutic Support	Horsewyse
Engagement through football -	City of Oxford Football
Vocational Courses	City of Oxford College/ Abingdon and Witney