



Impact Statement for Pupil Premium Spending 2022-2023

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

Our specific aims of our Pupil Premium strategy were 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

School Context:

Primary Need	2023-2024 (111 on roll)		2022 - 2023 (99 on roll)	2021 - 2022 (87 on roll)	2020 - 2021 (68 on roll)	2019 - 2020 (47 on roll)
	With BG	Orion				
SEMH	63% (70)	71% (62)	64% (63)	55% (48)	55% (37)	43% (20)
ASC	29% (32)	29% (24)	31% (31)	40% (35)	45% (31)	57% (27)
SLCN	6% (7)	6% (1)	3% (3)	0	0	0

CL	2% (2)	0	3% (3)	5% (4)	0	0
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Recognised challenges to achievement for grant spending:

Challenge number	Detail of challenge 2022-2023
1	Well-being: Our cohort has students with 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 are issues around their 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	<p>Attendance rates for students are significantly below the school target, this reduces their school hours and contributes significantly to under-achievement. Our attendance data over the last academic year (2021- 2022) was:</p> <ul style="list-style-type: none"> - Whole school 74.5%. - Serious Absences 13.6% - Persistent Absence 61.5% <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
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 and Impact of spending activity for 2022-2023

Aim:

- 1) 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.

Outcomes:

Outcomes for Year 11 Leavers 2023

Cohort Size: 6 Students (1 student = 17%)

Science Foundation GCSE (grades 3-5)	34%
GCSE English Language (grades 3-6)	68%
GCSE English Language Speaking and Listening (Distinction – Pass)	68%
GCSE Maths Foundation	34%
GCSE Maths Higher (grade 7)	17%
Functional Skills ICT	17%
Vocational Studies Level 1 Award BTEC	51%
BTEC Sport Level 1	17%
Trinity College Music Exams – Drums Grade 3-5	34%

Destinations:

College/ Higher Education	68%
NEET team	32%

Whole school achievement:

Academic Year 2022-2023 Achievement

Reading	Writing	Spoken Language	Number	Measure and Geometry	Statistics and Probability
Year 6 – 0.71	Year 6 – 0.60	Year 6 – 0.22	Year 6 – 0.16	Year 6 – 0.01	Year 6 – 0
Year 7 – 1.32	Year 7 – 1.10	Year 7 – 1.22	Year 7 – 1.38	Year 7 – 0.48	Year 7 – 0.32
Year 8 – 0.32	Year 8 – 0.46	Year 8 – 0.40	Year 8 – 0.48	Year 8 – 0.55	Year 8 – 0.25
Year 9 – 1.28	Year 9 – 0.73	Year 9 – 0.67	Year 9 – 0.55	Year 9 – 0.99	Year 9 – 1.40
Year 10 – 1.28	Year 10 – 0.56	Year 10 – 0.48	Year 10 – 0.57	Year 10 – 0.37	Year 10 – 0.99
Year 11 – 0.82	Year 11 – 0.85	Year 11 – 0.76	Year 11 – 1.02	Year 11 – 0.42	Year 11 – 0.45
PP Progress – 0.90	PP Progress – 0.59	PP progress – 0.68	PP progress – 0.72	PP Progress – 0.57	PP Progress – 0.63

Reading ave : PP in line with non PP

Writing ave: PP below non PP

Spoken Language ave: PP in line with non PP

Number ave: PP above non PP

Measure and Geometry ave: PP above non PP

Statistics and Probability ave: PP above non PP

Teachers and Support staff received a comprehensive CPD throughout the academic year to develop their understanding of the new assessment BSquared step system that was introduced.

- 2) Improved reading comprehension, accuracy and fluency among disadvantaged students across KS2 and KS3

In 2022-2023 RWInc was introduced across the school. Following initial assessments of all students 37 pupils were placed on the programme.

- 19 students completed the programme.
- 14 students 4+ levels achieved.
- 27 students 3+ levels achieved.
- 30 students 2+levels achieved.
- 36 students 1+ level achieved
- 1 student didn't achieve full level but a number of modules progress

(2023-2024 there are 19 students will require RWInc as an intervention)

- 3) Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.

We invested in the development of Community Learning Team. This team consisted of Youth Workers, Pastoral Support Workers and Therapeutic Support Workers. They have the identified skill and knowledge to build positive relationships with the students of Orion. Their work was to support students with their emotional regulation, interventions and community learning and engagement. This work extended into holiday provision for the most vulnerable.

Impact of their work can be seen in individual case studies. Holiday provision engagement numbers, behaviour and suspension data.

Impact example :

- RPI data Autumn Term 2022 105 - Summer Term 2023 28
- Suspensions Autumn Term 2022 25 – Summer Term 2023 16

- 4) To achieve and sustain improved wellbeing for all students, including those who are disadvantaged: demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

Student Voice:

- 75% of students can always or mostly get on with their work independently
- 86% of students say they always or mostly know how to keep themselves safe at school (inc some of the time)
- 53% of students say they always and mostly enjoy school
- 74% of students say they can always or mostly talk to an adult if they are worried about something

Parent Voice: June 2023

- 75%+ agree that their child is happy
- 56% of parents said that their child had been bullied but 88% said the school has dealt with it well.
- 78% of parents say the school deals with their concerns well.
- 88% of parents (including 12% neutral) that the school makes them aware of their child's progress on their EHCP
- 88% (including 16% neutral) believe the school provides the support needed for their child to succeed.
- 83% believe the school has high expectations for their child.
- 80% of parents believe Orion develops their child's personal skills and character.

- To achieve and sustain improved attendance for all students, particularly our disadvantaged students: By 2024/5 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.

Attendance data for 2022-2023:

Attendance Headlines

	Autumn 2022 Term 1	Autumn 2022 Term 2	Spring 2023 Term 3	Spring 2023 Term 4	Summer 2023 Term 5	Summer 2023 Term 6	Year to Date
Overall Attendance	78.7%	75.7%	76%	77%	74.15%	74.96%	77.40%
Auth Absence	7.2%	14.7%	15.60%	16.60%	16.45%	15.67%	15.12%
Unauth Absence	14.1%	9.5%	8.40%	6.65%	9.40%	9.36%	7.48%
Overall SA figure	24.2% (12)	17.2% (16)	16.84% (16)	21.05%	26.09%	21.74%	21.65%
Overall PA figure	74.5% (36)	41.9% (39)	40% (38)	41.06%	52.17%	58.70%	59.75

There has been an improvement in whole school attendance of 3%

We have seen an increase in SA absence

But a fall in overall PA absence of 1.75%

2022-2023 13 students were on bespoke pathways (under 25 hours)