

Summary of Spending for 2023-2024

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66, 720
Recovery premium funding allocation this academic year	£58,396
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	£125,116

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 Care Plan Objectives, so they can leave Orion 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) 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 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 to targeted interventions for groups and individuals and finally specialist interventions for those with the most complex needs.

The interventions have been grouped into Universal- for all students, Targeted for some students and Specialist support- for a few.

The focus of our pupil premium strategy is to support the most disadvantaged pupils to achieve their goals both academic and personal development. We will consider the challenges faced by vulnerable pupils, 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 objectives) 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) 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 pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils.

Challenge number	Detail of challenge
1	Well-being: Our cohort has a number of complex social and emotional needs and SEND needs. 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 under-achievement.
4	Assessments, observations and discussion with students indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.. These challenges particularly affect disadvantaged pupils, 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 pupils across the curriculum at the end of KS4.	By the end of our current plan in 2024/25, 100% of disadvantaged pupils will go onto higher education, employment, or training. 100% of KS4 pupils will gain qualifications in at least literacy and numeracy (aiming for 5 qualifications on leaving)
Improved reading comprehension among disadvantaged pupils across KS2/3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils 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 pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for uncapped Cat 1 & B pupils being no more than 20% • the percentage of non-capped pupils who are persistently absent being below 40%

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: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,4
Developing metacognitive and self-regulation skills in all students. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths then followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our maths teaching and curriculum planning in line with DfE KS2/3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	1, 3, 4

White Rose Maths	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. Orion will invest in RWINc Curriculum	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
Continuous Professional Development – Quality First Teaching Support from Teaching and Learning Lead (Peer support) Coaching	Weekly CPD and on-going coaching and mentoring to support QFT	

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2
Additional phonic sessions (Fresh Start/RWInC) targeted at disadvantaged students who require phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enrichment Activities for raising cultural capital and opportunities for personal development	Weekly enrichment activities this includes after/in school targeted clubs for disadvantaged	4,5,3

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

Budgeted cost: **£40,116**

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	4,5

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.	6
Extending provision for students to ensure engagement in education and wellbeing	Community Learning Team Mentoring and Wellbeing support for students in holidays and currently struggling to engage in educational offer and are at risk in out of school hours e.g holidays EEF Toolkit	4,5
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: £125,116