

# Pupil Premium Strategy Statement

## Academic Year 2024–2025

**School:** Orion Academy

**Academic year:** September 2024 – August 2025

**Total Pupil Premium Funding Received:** £73,298.83

**Date of publication:** [Insert]

**Review date:** December 2025

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## Part A: Pupil Premium Strategy Plan (2024–25)

### Statement of Intent

At Orion Academy, Pupil Premium funding is used to ensure eligible students are able to **engage positively with learning, attend regularly, experience positive wellbeing, and achieve well from their individual starting points.**

Our approach is strengths-based and aligned to the school's **Raising Attainment Plan (RAP)**. Funding supports high-quality teaching, targeted academic intervention, attendance and engagement strategies, and enrichment that promotes confidence and belonging.

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### Challenges

| Challenge                 | Detail   |
|---------------------------|--|
| Attendance and engagement | Some students experienced disrupted attendance impacting continuity of learning. |
| Academic gaps             | Gaps in literacy and numeracy from prior learning experiences.                   |
| Wellbeing                 | Some students required additional SEMH-informed support to be ready to learn.    |

Access to enrichment      Limited access to wider experiences affected confidence and motivation.

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## Intended Outcomes

By August 2025:

- Improved attendance for targeted students
  - Increased engagement and learning stamina
  - Improved literacy and numeracy outcomes from starting points
  - Improved wellbeing, confidence and readiness to learn
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## Activity in This Academic Year

### Tier 1 – Quality of Teaching

| Activity         | Evidence & Rationale  | Intended Impact                                       |
|------------------|---|---|
| GL Assessment    | Diagnostic assessment supports responsive teaching (EEF).     | Teaching aligned to student strengths and next steps. |
| White Rose Maths | Structured curriculum improves consistency and understanding. | Increased engagement and confidence in numeracy.      |
| Bedrock Learning | Vocabulary and reading underpin curriculum access (EEF).      | Improved literacy confidence and participation.       |

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### Tier 2 – Targeted Academic Support

| Activity                                     | Evidence & Rationale                                    | Intended Impact                         |
|--|---|---|
| Targeted literacy and numeracy interventions | Small-group and 1:1 support accelerates progress (EEF). | Improved progress from starting points. |
| Assessment-led intervention planning         | Ensures interventions are precise and purposeful.       | Sustained engagement and achievement.   |

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### Tier 3 – Wider Strategies

| Activity                         | Evidence & Rationale                                 | Intended Impact                      |
|----------------------------------|--|--------------------------------------|
| PSHE (Jigsaw) and PD provision   | Supports emotional literacy and wellbeing.           | Improved readiness to learn.         |
| Enrichment and physical activity | Engagement and wellbeing support learning.           | Increased motivation and attendance. |
| Relational attendance support    | Early, relational approaches improve outcomes (EEF). | Improved attendance trajectories.    |

## Part B: Review of Outcomes (2023–2024)

### Impact Summary

Pupil Premium funding contributed to:

- Improved attendance trajectories for targeted students
- Increased engagement in lessons and interventions
- Improved emotional regulation and wellbeing
- Positive academic progress from individual starting points

### Key Learning

- Engagement improves when enrichment and academic intent are aligned
- Attendance improves with early, relational support
- Assessment-informed intervention increases impact

## Pupil Premium Strategy Statement

### Academic Year 2025–2026

**School:** Orion Academy

**Academic year:** September 2025 – August 2026

**DfE Published Allocation (Apr 2025 – Mar 2026):** £59,955

**Date of publication:** December 2025

**Review date:** December 2026

### Part A: Pupil Premium Strategy Plan (2025–26)

#### Statement of Intent

For 2025–26, Pupil Premium funding at Orion Academy will be used to **strengthen curriculum access, improve attendance and engagement**, and **support sustained re-engagement**, enabling students to achieve well from their starting points.

The strategy is aligned to the **Raising Attainment Plan (RAP)** and informed by evaluation of the previous year’s impact and **EEF guidance**.

#### Challenges

| Challenge                 | Detail   |
|---------------------------|--|
| Attendance and engagement | A small cohort requires structured support to sustain attendance.        |
| Curriculum depth          | Further development needed in secondary science.                         |
| Personal Development      | PD curriculum requires clearer progression and coherence.                |
| Re-engagement             | Some students benefit from bespoke, multi-strand re-engagement packages. |

## Intended Outcomes

By August 2026:

- Attendance stabilises and improves for targeted students
- Sustained engagement with learning
- Improved outcomes in science, literacy and numeracy
- Improved wellbeing and readiness for adulthood
- Successful re-integration for students at risk of disengagement

## Activity in This Academic Year

### Tier 1 – Quality of Teaching

| Activity                     | Evidence & Rationale   | Intended Impact                              |
|------------------------------|--|--|
| White Rose Secondary Science | Structured curriculum improves sequencing and understanding (EEF). | Improved engagement and progress in science. |
| Diagnostic assessment        | Responsive teaching improves outcomes.                             | Teaching matched to student strengths.       |

### Tier 2 – Targeted Academic Support

| Activity                        | Evidence & Rationale                              | Intended Impact                       |
|---------------------------------|---|---------------------------------------|
| Targeted academic interventions | Small-group and 1:1 support accelerates progress. | Improved academic outcomes.           |
| Bespoke intervention planning   | Personalised support increases engagement.        | Sustained participation and progress. |

### Tier 3 – Wider Strategies

| Activity                     | Evidence & Rationale                           | Intended Impact                     |
|------------------------------|--|-------------------------------------|
| Development of PD curriculum | Coherent PD supports wellbeing and engagement. | Improved regulation and confidence. |
| Attendance and early support | Early intervention improves attendance (EEF).  | Improved attendance trajectories.   |

|                                  |  |  |
|----------------------------------|--|--|
| Bespoke re-engagement packages   | Flexible provision supports reintegration. | Sustained re-engagement with learning. |
| Enrichment and physical activity | Supports wellbeing and belonging.          | Increased motivation and engagement.   |

## Monitoring and Evaluation

Impact will be monitored through:

- Attendance and engagement data
- Academic progress tracking
- Intervention reviews
- Student and parent voice
- RAP review cycles

## Part B: Review of Outcomes in the Previous Academic Year

**Academic Year Reviewed:** September 2024 – August 2025

**Total Pupil Premium Funding Received:** £73,298.83

### Overview

During the 2024–2025 academic year, Pupil Premium funding was used strategically to improve student engagement, attendance, wellbeing, and academic achievement, in line with Orion Academy’s Raising Attainment Plan (RAP).

The funding supported a graduated approach that combined high-quality teaching, targeted academic intervention, and wider strategies that addressed attendance, wellbeing, and access to enrichment. This approach recognised that sustained academic progress is most successful when students feel regulated, supported, and motivated to engage with learning.

### Impact on Quality of Teaching

#### What was implemented

- Use of diagnostic assessment tools (e.g. GL Assessment) to identify strengths and next steps
- Structured curriculum resources in core subjects (e.g. White Rose Maths, Bedrock Learning)

- Increased consistency in classroom approaches and expectations

## **Impact**

- Teaching was more precisely matched to student starting points and needs
- Staff confidence in adapting teaching increased, leading to improved lesson engagement
- Students demonstrated increased learning stamina and willingness to participate in academic tasks
- Improved consistency supported positive attitudes to learning across classes

This aligns with EEF evidence that high-quality teaching has the greatest long-term impact on pupil outcomes.

## **Impact on Targeted Academic Support**

### **What was implemented**

- Small-group and 1:1 interventions in literacy and numeracy
- Intervention planning informed by assessment and reviewed regularly
- Flexible staffing deployment to ensure timely and responsive support

## **Impact**

- Students receiving targeted support made clear progress from their individual starting points
- Improved confidence in reading, writing, and numeracy supported wider curriculum access
- Increased engagement in lessons, particularly for students who had previously struggled to sustain focus
- Interventions were most effective where academic support was integrated with relational and wellbeing support

This reflects EEF guidance that targeted academic support is most effective when it is time-limited, evidence-informed, and closely monitored.

## **Impact on Attendance and Engagement**

### **What was implemented**

- Relational attendance support and early conversations with families

- Use of enrichment and physical activity to promote motivation and positive attendance behaviours
- Monitoring systems to identify emerging attendance concerns

### **Impact**

- Improved attendance trajectories for targeted students
- Reduced patterns of persistent absence for students receiving structured support
- Increased daily engagement and improved punctuality
- Stronger home-school relationships supporting sustained attendance improvement

Attendance gains were strongest where support was early, relational, and personalised, directly informing future strategy.

## **Impact on Wellbeing and Personal Development**

### **What was implemented**

- PSHE and Personal Development provision (Jigsaw, First News Education)
- Access to enrichment, outdoor learning, swimming, and physical activity
- Opportunities for student voice and positive relationship-building

### **Impact**

- Improved emotional regulation and readiness to learn
- Increased confidence, self-esteem, and sense of belonging
- Reduced disengagement linked to anxiety or low confidence
- Students were better able to access learning following participation in wellbeing-focused provision

This aligns with Ofsted's Personal Development judgement and EEF guidance on the importance of wellbeing as a foundation for learning.

## **Impact of Enrichment and Wider Opportunities**

### **What was implemented**

- Residential and outdoor education experiences
- Structured enrichment activities and physical programmes

### **Impact**

- Increased motivation and engagement with school

- Improved peer relationships and social confidence
- Positive impact on attendance and willingness to participate in learning
- Students demonstrated greater resilience and confidence when returning to classroom learning

Enrichment was most effective when explicitly linked to engagement, attendance, and re-integration into learning.

## Overall Impact Summary

Pupil Premium funding in 2024–2025 contributed to:

- Improved attendance and engagement for targeted students
- Increased learning stamina and participation in lessons
- Improved wellbeing and emotional regulation, supporting readiness to learn
- Strong academic progress from individual starting points, particularly where support was targeted and integrated

The combined approach of academic, relational, and enrichment-based support was key to securing impact.

## Key Learning to Inform Future Strategy

Evaluation of 2024–2025 provision identified that:

- Curriculum depth requires further development, particularly in **secondary science**
- Attendance improves most when intervention is **early, relational, and structured**
- Re-engagement is most successful when provision is **bespoke and multi-strand**, rather than single-issue
- Personal Development provision benefits from clearer sequencing and progression

These learning points directly inform the priorities and planned activities outlined in Part A of the current strategy.