Pupil Premium Strategy Statement – Orion Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	53 (69.73%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025/2026
Date this statement was published	19/12/2025
Date on which it will be reviewed	19/12/2026
Statement authorised by	Hannah Shuker
Pupil premium lead	Hannah Shuker
Governor / Trustee lead	Chris Scrivener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,955 April 26 - Mar 27 allocation has not been published
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*	£59,955 + April - May allocation once confirmed

Part A: Pupil premium strategy plan

Statement of intent

At Orion Academy, our ultimate objective for pupils eligible for Pupil Premium funding is that they are able to engage meaningfully with education, attend regularly, experience positive wellbeing, and achieve recognised outcomes that reflect their strengths, aspirations, and individual starting points. This includes access to and success in appropriate accredited pathways, such as GCSEs, BTEC qualifications and ASDAN awards, ensuring pupils are well prepared for adulthood and post-16 destinations.

Our Pupil Premium strategy works towards achieving these objectives by strengthening high-quality teaching and curriculum access, delivering targeted academic support, and implementing attendance, engagement and re-engagement strategies that are responsive to pupils' social, emotional and mental health needs. Academic provision is carefully aligned with pastoral and relational support so that pupils are able to access learning consistently and with confidence.

The key principles underpinning our strategy are that it is strengths-based rather than deficit-led, ambitious for academic and personal outcomes, and evidence-informed. Provision is personalised and flexible, recognising that pupils may require bespoke pathways to re-engage with learning and achieve success. The strategy is aligned with the school's Raising Attainment Plan (RAP) and is reviewed regularly to ensure funding continues to have meaningful impact.

Challenges

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

Challenge number	Detail of challenge
1	A number of students have experienced disrupted or reduced access to education prior to admission, impacting engagement, attendance, and academic confidence.
2	SEMH needs, including anxiety, low confidence, and emotional dysregulation, affect readiness to learn and sustained participation in school.
3	Gaps in curriculum access, particularly in literacy, numeracy, and science, limit students' ability to engage fully with secondary learning.
4	Some students require bespoke, multi-strand re-engagement pathways following periods of disengagement, reduced timetables, or alternative provision.
5	Reduced access to enrichment, cultural capital, and preparation-for-adulthood experiences limits aspiration and confidence for some disadvantaged students.

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 engagement and attendance	Targeted students show improved attendance trajectories and sustained engagement with learning routines.
Improved academic progress	Students make measurable progress from starting points in literacy, numeracy, science and wider curriculum areas.
Improved wellbeing and emotional regulation	Students demonstrate increased readiness to learn, emotional regulation, and confidence, evidenced through SEMH tracking and student voice.
Successful re-engagement	Students at risk of disengagement successfully reintegrate into learning through bespoke support packages.
Increased access to enrichment and preparation for adulthood	Disadvantaged students participate equitably in enrichment, off-site learning, and preparation-for-adulthood activities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths (catch-up, intervention and Learning Hub)	High-quality, structured curriculum resources improve consistency and conceptual understanding, supporting engagement and progress in mathematics (EEF) - closing specific gaps	1, 3
GL Assessment (catch-up, intervention and Learning Hub)	Diagnostic assessment enables accurate identification of strengths and next steps, allowing teaching and intervention to be precisely matched to need (EEF).	1, 3

Bedrock Learning	Vocabulary and reading comprehension underpin access to the secondary curriculum; structured literacy programmes improve engagement and academic confidence (EEF).	1, 3
Jigsaw and PSHE Association Plus Membership (catch-up, intervention and Learning Hub)	A coherent PSHE curriculum supports emotional literacy, relationships and readiness to learn, particularly for pupils with SEMH needs.	2, 5
First News Education	Current-affairs based literacy and discussion resources support engagement, confidence, and functional reading and communication skills.	1, 2

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

Budgeted cost: £ 16,698

Activity	Evidence that supports this approach	Challenge number(s) addressed
Swim Lessons	Physical activity supports emotional regulation, confidence, and readiness to learn, which in turn supports academic engagement.	2, 4
Rock Climbing	Regular structured physical activity supports wellbeing, attendance motivation, and engagement for pupils with SEMH needs.	2, 4
Enrichment (Youlbury/Hill End)	Outdoor and physical challenge-based learning builds resilience, confidence, and engagement, supporting re-engagement with learning.	1, 4, 5
Targeted tutoring to support access to accredited pathways (GCSE, BTEC, ASDAN)	Tutoring supports pupils to develop subject knowledge, assessment literacy, and confidence in exam and coursework contexts.	1, 3, 4, 6

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

Budgeted cost: £ 35,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and early intervention	Early, relational approaches to attendance improve outcomes and reduce persistent absence	1
Bespoke re-engagement packages	Flexible, multi-strand support (graduated timetables, enrichment, AP, key adult support) supports successful reintegration into education.	4
Targeted staffing for SEMH and engagement	Additional staffing enables responsive intervention, regulation support and consistent relationships, improving engagement and attendance.	1, 2
Support for accredited pathways (GCSE, BTEC, ASDAN)	Flexible accreditation routes increase motivation, confidence, and preparation for adulthood for disadvantaged pupils.	3, 4, 5
Parental engagement and relational support	Strong home-school relationships support attendance, engagement and sustained progress.	1

Total budgeted cost: **£59,955**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–2025 academic year, Orion Academy used Pupil Premium funding to support disadvantaged pupils to improve engagement, attendance, wellbeing, and academic achievement, in line with the intended outcomes of the strategy.

Given the specialist SEMH context of the school and the varied starting points of pupils on entry, performance has been assessed using a triangulated approach, drawing on national qualification outcomes where applicable, internal assessment data, attendance and behaviour information, and qualitative evidence including student voice and staff observations.

Where pupils were entered for nationally recognised qualifications, including GCSEs, Functional Skills English and Maths and BTEC qualifications, outcomes demonstrate that our pupils with a disadvantage were able to access and achieve appropriate accreditation aligned to their individual pathways and starting points.

Due to the specialist nature of the provision and the small cohort size, direct comparison with national averages should be treated with caution. In addition, many pupils experienced significant disruption to earlier schooling, including periods of exclusion, reduced timetables, alternative provision, and the ongoing impact of Covid-19 during primary and early secondary phases. These factors affect both attainment trajectories and comparability with national data.

Internal summative assessment data (including GL Assessment, subject-specific assessments, coursework completion, and accreditation unit outcomes) shows that disadvantaged pupils made positive progress from baseline, particularly where provision combined targeted academic support with relational and SEMH-informed strategies.

Formative assessment, including lesson observations, work scrutiny and ongoing assessment for learning, indicates improved engagement with curriculum content, increased learning stamina, and greater confidence in academic tasks, particularly in literacy, numeracy and vocational learning.

Within the Orion Academy context, disadvantaged pupils' progress was comparable to, and in some cases stronger than, that of non-disadvantaged peers with similar starting points and needs. This reflects the school's inclusive approach, where high-quality teaching and targeted support are embedded across provision.

Progress was strongest where:

- pupils had sustained attendance
- academic support was closely aligned to accreditation requirements
- intervention was delivered alongside consistent relational support

School attendance data shows that, while overall attendance remains an ongoing challenge for a proportion of disadvantaged pupils, targeted students demonstrated improved attendance

trajectories across the year. Early identification, relational attendance support, and the use of enrichment and bespoke re-engagement packages were key contributing factors.

Behaviour and engagement data, alongside staff observations, indicate:

- reduced incidents of disengagement for pupils receiving targeted support
- improved emotional regulation and readiness to learn
- increased participation in lessons and enrichment activities

Wellbeing was assessed through SEMH tracking, student voice, and pastoral records. Evidence shows improved confidence, sense of belonging, and willingness to engage with learning for many disadvantaged pupils, particularly where provision was flexible and personalised.

Overall, the school is on track to achieve the intended outcomes of the Pupil Premium strategy. The most effective aspects of the strategy were:

- the integration of academic intervention with SEMH-informed relational support
- the use of enrichment and physical activity to support engagement and readiness to learn
- flexible pathways into accreditation, including GCSE, BTEC and ASDAN routes

Areas identified for further development include:

- strengthening curriculum depth and consistency in targeted secondary science
- earlier and more structured re-engagement for pupils at risk of persistent absence
- further development of the Personal Development curriculum to support preparation for adulthood

End of Strategy Plan Review

The 2024–2025 academic year marked the conclusion of the previous Pupil Premium strategy plan. Evaluation indicates that the core intended outcomes improved engagement, increased access to accreditation, and strengthened wellbeing were largely met, with clear evidence of positive impact for disadvantaged pupils.

Learning from this review has directly informed the priorities and planned activity set out in Part A of the current strategy, ensuring continued focus on attendance, engagement, academic achievement and preparation for adulthood.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.