

# Pupil premium strategy statement – Stoke High School Ormiston 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	778
Proportion (%) of pupil premium eligible pupils	40% (315)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	3 Year plan 2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Karen Baldwin, Principal
Pupil premium lead	Joanne Iles, Assistant Principal
Governor / Trustee lead	Elizabeth Coombes, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£338, 625

# Part A: Pupil premium strategy plan

## Statement of intent

Our school values of “respect, inspire, and achieve” sets out our philosophy for the education for every pupil attending Stoke High School. Our vision for all students is to gain the knowledge, skills and understanding to be successful in their future, irrespective of their background. We aim to foster an environment where students achieve academically by developing a range of skills for their future success. Our key values are further enhanced by our pillars and virtues; aspects of character which are explicitly taught to all students and in doing so, ensure that learning habits are embedded so that all students may flourish and raise attainment for all students.

The aim of our pupil premium strategy is to raise the educational outcomes of disadvantaged pupils to improve attainment to be in line with peers. We understand the challenges faced by some of our disadvantaged students including low attendance and aspirations, and we seek to highlight the support for these students to make progress across the curriculum and access extracurricular opportunities.

Quality first inclusive teaching is at the heart of what we do, utilising a wide range of adaptive teaching strategies and a cohesive curriculum designed to ensure that pupils access the core knowledge and concepts needed to develop in subject areas. We know that high quality teaching and learning is the biggest driver in closing the attainment gap between disadvantaged and non-disadvantaged students, along with calm classrooms and disruption free learning. Assessment and feedback will ensure that all students are tracked and monitored to ensure that interventions are timely and measured to ensure maximum impact.

Our strategy will consider where this is additional support required to ensure success for all students utilising the EEF menu of approaches to understand the evidence that supports improving pupil attainment. Working together across all elements of our school, we put all students regardless of background and starting point at the heart of what we do.

The key principals of our strategy are:

- Quality first inclusive teaching and learning within a knowledge-rich broad and balanced curriculum with the right level of support and challenge
- Provisions in place to support literacy and specifically reading ages
- Support towards equipment for learning and success including breakfast club, revision resources and other school -related necessities
- Targeted intervention both academic and pastoral to support academic outcomes and remove barriers to learning
- High expectations for disadvantaged students to raise achievement in all subject areas

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Progress and attainment of disadvantaged students</b></p> <p>Disadvantaged students are starting with low KS2 starting points (average score 100 non-PP, PP 91.9) Attainment of disadvantaged students has been lower than their peers, with disadvantaged students not achieving basics 9-4 in English and Maths (23.7%) in line with their peers (37.5%). We aim to reduce the barriers to learning to reduce this gap. Ensuring all disadvantaged students have the core knowledge and skills they need to achieve the outcomes they need to progress through the curriculum and onto their next stages of education (Strive for 5).</p>
2	<p><b>Attendance</b></p> <p>Previous attendance data has shown that disadvantaged attendance has been lower than non-disadvantaged students. Disadvantaged attendance 84.4% with non-disadvantaged 89.4% (2024-2025 term 2). Considering the barriers to be removed so attendance can improve, ensuring students feel supported and a sense of belonging in school, to close the gap between PP and non-PP attendance.</p>
3	<p><b>Behaviour and attitude to learning</b></p> <p>Data and observations show low attaining, disadvantaged students lack metacognition strategies in lessons and struggle to self-regulate leading to behaviour for learning which can be a barrier to progress for PP students. Data shows students are impacted by time spent out of the classroom.</p>
4	<p><b>Welfare</b></p> <p>Welfare issues and mental health challenges are increasing in prevalence, especially post-Covid. Support for students in school to support well-being, mental health and resilience to remove this barrier for students.</p>
5	<p><b>Literacy</b></p> <p>Low reading ages are a barrier to learning and assessment including accessing the curriculum and making progress at KS3 and barriers to GCSE attainment. To ensure literacy is embedded across the curriculum and opportunities to build literacy skills.</p>

## 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
1 <b>Pupil progress:</b> Improved outcomes for disadvantaged students	KS4 Basics measures to be broadly in line with national. Progress 8 measures in line with non-PP students. Quality first, inclusive teaching monitored by learning walks. All

	<p>staff to know their PP students, with learning walks, book looks and student book study showing disadvantaged pupils making progress. Teaching and learning principals 'the Stoke way' to be evident in lessons with universal adaptive strategies in place to remove barriers to learning. Attainment of PP students tracked and monitored in Raising Attainment meetings, and analysis of basics to ensure PP students in line with peers. Developing of independent learning strategies. Disadvantaged students making clear and sustained progress over time.</p>
<p>2 <b>Attendance:</b> To achieve and sustain improved attendance</p>	<p>To ensure that PP student attendance is in line with non-PP attendance. Attendance of PP students tracked and monitored via our internal tracking sheet, WIG attendance meetings. For those at risk of absence, contact is made home, especially Yr 11 students. Processes and procedures to support both families and students to maintain levels of attendance to ensure learning is not missed as being absent impacts pupil progress.</p>
<p>3 <b>Literacy:</b> Improve SAS scores for students to close the literacy gap</p>	<p>To ensure disadvantaged students are at least at their expected reading levels and that literacy levels are in line with peers. Literacy opportunities seen across the curriculum shown through understanding of key vocabulary. Reading interventions in place for PP students.</p>
<p>4 <b>Behaviour and attitude to learning:</b> To ensure behaviour and attitude to learning is in line with non-disadvantaged students</p>	<p>Attitude to learning, as seen in lesson observations and behaviour data reports, including positive (Stokies) points to be in line with non-disadvantaged students. Behaviour and rewards data to show suspensions and permanent exclusions rates to be in line with non-disadvantaged students and in line with national. Students to speak positively about school and their achievements in lessons. Homework completion rates to improve and be in line with non-disadvantaged students.</p>
<p>5 <b>Aspirations:</b> Disadvantaged students access post-16 opportunities at the same proportion to non-disadvantages students</p>	<p>Destinations data to show disadvantaged students proportionally in line with non-disadvantaged students (college, sixth form applications). For pupil premium students to talk about their high aspirations evidenced in student voice and for students to take on leadership roles and enrichment activities.</p>

## 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: £ 124, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed quality first, inclusive, teaching, learning and assessment (QFiT) with expert teachers	<p>High quality teaching and learning is one of the biggest drivers in reducing the attainment gap. High quality lessons planned to maximise inclusion to ensure all students make progress. Seating plans and one-page profiles (SEND must do strategies) utilised to understand the needs to pupils and adaptive teaching strategies implemented. Review feedback to ensure that all it is timely, and moves learners forward.</p> <p>Learning walks and granular feedback (Steplab) ensures quality of lessons overall.</p> <p><a href="#">Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p> <p><a href="#">Teacher Feedback to Improve Pupil Learning   EEF</a></p> <p><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</a></p>	1, 3, 4, 5
High quality CPD and professional development to support high quality teaching and learning – Weekly CPD, Faculty meetings, faculty briefings, INSET days including whole school CPD	<p>High quality, effective CPD created which builds knowledge, motivates staff, develops teaching techniques such as modelling, allowing of rehearsal of the techniques and embedding practice. CPD includes routines for calm starts and closes, use of mini whiteboards, clarity of instructions, questioning and independent practice.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	1, 4, 5
High quality teaching of vocabulary and writing skills including independent practice and exam skills	<p>Use of reading and literacy strategies across the curriculum to remove barriers to accessing the curriculum. Disciplinary literacy, maximising success in all lessons by ensuring students can access key terminology, including use of frayer models, choral response, regular exposure to key terms. Form time literacy programme which includes modelled reading and exposure to a range</p>	1, 3, 4, 5

	of texts to develop reading skills. Revision toolkits provided for students to support homework. <a href="#">Why Closing the Word Gap Matters</a>	
Supporting recruitment and retention of staff	Professional development and managing workload to ensure that the best teachers are providing the best education and opportunities for students. <a href="#">Evidence and practice reviews   EEF</a>	1,4

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

Budgeted cost: £ 109,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support literacy  NGRT testing to establish areas of need and programmes of support for targeted pupils	Small group Lexoniks programme to support those students with gaining the skills needed. Use of LSA time in lessons to work with pupils and scaffold tasks to promote independence with students.  Purchase of standardised tests including NGRT to ensure the right students get the support.  <a href="#">Deployment of Teaching Assistants   EEF</a> <a href="#">Teaching and Learning Toolkit   EEF</a>	1, 4
Extending School Time – Year 11 interventions, Year 9 consolidation sessions	Groups of pupils identified and tracked and supported with #6 revision sessions after school to ensure students maximise learning time and review core concepts and literacy. INSET day utilised to add additional learning hours with more exposure to teaching and engaging with content. Support with offering holiday/ weekend revision booster slots to allow students more time for practicing core content and retrieving core knowledge in preparation for KS4 exams.  Consolidation session implemented and run by KS3 outcomes lead to support English and maths with extra time after school to engage with core concepts in subjects. Homework is regularly provided and keeping up work to help close gaps in knowledge if there is missed learning time. Purchase of online programmes for homework including Sparx maths.  <a href="#">Extending school time   EEF</a>	1

Targeted interventions to support disadvantaged SEND students	Disadvantaged pupils with SEND have need high quality teaching and learning. Whole school strategies implemented for excellent teaching including specific approaches highlighted in one page profiles which support specific student needs. Adaptive teaching strategies to include explicit instruction, cognitive and metacognitive strategies, questioning, flexible grouping, and the targeted use of technology linked to effective pedagogy. Student book study and book looks as well as learning walks support analysis of the effectiveness of strategies. <a href="#">Special Educational Needs in Mainstream Schools   EEF</a>	1
Independent practice and homework	All students supplied with paper-based materials to support independent learning at home. Revision toolkit homework booklets printed and supplied to students to support independent learning. Year 11 supplied with revision guides where necessary. Access to Sparks maths, and language nut to support homework. Homework clubs Homework clubs provided for students. Revision materials supplied where necessary to support independent work. <a href="#">Homework   EEF</a>	1, 2, 5
Continual monitoring and impact of the progress of all PP students	Review and monitoring of data to ensure PP students are on track or timely interventions in place. Read and write programme to support use of laptops in lessons and exams. <a href="#">Using Data to Raise Achievement - Good Practice in Schools 2013</a>	1, 4, 5
Careers	Dedicated careers meeting with careers advisor to ensure students are supported with their post-16 options. Support with college dates and visits especially for vulnerable groups. <a href="#">Aspiration interventions   EEF</a>	1, 5

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

Budgeted cost: £ 104,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Supporting School Attendance	<p>Poor attendance is linked to lower outcomes; data is tracked for disadvantaged students to monitor attendance and strategies identified and implemented. Form tutors communicate with students and families about positives and any concerns about attendance initially. Focused, tracked students monitored for attendance and positive communication sent home for improvements to attendance. Attendance Officer works to support families with contact home and welfare calls to ensure that there are no barriers to learning for disadvantaged students.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	1, 2
Set up for success room and Breakfast club	<p>Stoke provides breakfast club in the canteen for students. Set up for success room supports PP students; providing equipment and resources to support students, this is to help promote attendance, health and academic support in removing barriers to learning.</p> <p><a href="#">Breakfast clubs   Evidence into Action</a></p>	1, 2, 4
Enrichment activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	<p>Enrichment activities and extra curricular clubs and activities allow students to develop skills and develop a sense of belonging. School trip funding support and monitoring and tracking of number of disadvantaged students taking part in extracurricular activities including art, sport, music, drama and leadership opportunities such as the School Leadership team and prefect teams as well as careers opportunities including trips and visits. Tracking of key trends identified including number of rewards that disadvantaged students have achieved students have, number of detentions received and internal isolations (IS). Head of Years support with inclusion checklist and timely pastoral interventions to help support disadvantages students.</p> <p><a href="#">Arts participation   EEF</a></p>	1, 2, 4
Use of Arbor for seating plans	<p>Use of Arbor to ensure all teachers know their pupils, contact details to support with communication home regarding any barriers to learning and recording of positive and negative points.</p> <p><a href="#">Parental engagement   EEF</a></p>	1, 4
Careers Advisor	<p>Careers advisor to support students choices and post-16 options. Careers</p>	1, 5

	<p>support improves young people's life chances and schools with more benchmark activity, students have increased career readiness, higher aspirations and are less likely to be NEET. Access to Unifrog for research, recording, tracking and monitoring activity of students regarding careers and raising aspirations.</p> <p><a href="#">Transforming Careers Guidance   Gatsby Education</a></p>	
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**Total budgeted cost: £ 338,625**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Analysis of school performance measures, including both internal and external assessments, has shown that spending has had a positive impact on disadvantaged students. Performance data is regularly monitored and reviewed by teachers and leaders across the school, including the Ormiston Academy Trust (OAT), the Education Director and Governing Body.

Outcomes data has highlighted that at KS4, the percentage of disadvantaged students achieving 4 or above in English and maths was 26.2% slightly down from 27.8% the previous year. The percentage of students achieving basics measures 9-5 was 16.4% which is a jump on the previous year from 9.3% reflecting the measures put into place to support disadvantaged students and the work we will continue to track and monitor for impact. A8 results in English last year show the gap is narrowing for PP students to 6.6 (from 6.2 previous year) to 7.4 for non-disadvantaged, showing the gap to national is narrowing. Maths A8 results for disadvantaged students also shows a narrowing gap with 5.6 and whole school 6.6.

P8 was close to average last year in English, maths and science, open bucket, languages and Ebacc subjects (IDSR) in Summer 2025. Analysis of mock PPE data, and internal assessment has shown an improvement in disadvantaged students results overall and with high quality teaching and learning, focused learning walks and targeted revision sessions and support for disadvantaged students to help remove any barriers to achievement.

High quality CPD has been delivered to all staff to ensure that the best knowledge rich curriculum is delivered to all students. Quality first teaching has been tracked and monitored through learning walks, with information recorded on Steplab for reviews of emerging trends ensuring that teachers have the skills and tools to deliver the best curriculum and training to support is timely. Learning walk data, together with book looks and student book study, ensures that disadvantaged student progress is reviewed and the impact of classroom teaching measured. We continue to analyse our own internal data including regular formative class assessments at KS3, to track progress, highlighting any students concerns and implementing targeted interventions where necessary.

Attendance is an important part of achievement for students as data shows that those with better attendance have a high chance of success at KS4 and beyond. Attendance is rigorously tracked and monitored with timely interventions in place for both students and families to support where necessary. Last year, the data showed that while disadvantaged attendance is lower (84.4%) than whole school (89.2%) the gap is closing with a relative improvement on the previous year and the gap narrowing

between the two groups. With the strategies and tracking in place, the foundations for improvement have been laid.

We are continuing to ensure that we support students who arrive and are below expected reading scores. LSAs delivering Lexonics programme with annual testing of all students ensures that we constantly monitor and support students. Internal data is showing a closing of the gap between non-PP and PP students.

With this pupil-premium strategy, our commitment to high-quality teaching and learning in the classroom; investment in targeted interventions and support; development of our reading programme to close the reading gap and our steadfast commitment to know every child so that they making excellent progress, will ensure that we continue to work on closing the attainment gap between disadvantaged and non-disadvantaged pupils.

## 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*