

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ormiston Maritime Academy
Number of pupils in school	838 (Oct 2024)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026 Autumn 2027
Statement authorised by	Mrs C Robson – Principal
Pupil premium lead	Mrs C Robson – Principal
Governor / Trustee lead	Mr G Marsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£448,230.08
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£448,230.08

Part A: Pupil premium strategy plan

Statement of intent

Ormiston Maritime Academy is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

Ormiston Maritime Academy actively promotes equality of opportunity for all staff, governors, students and parents, creating a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. The monies we receive for Pupil Premium children is targeted on those eligible children. Our Pupil Premium Activity is monitored and evaluated regularly. An in-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

A tiered approach is used for Pupil Premium spending as some initiatives would take place over a number of years. Using the 'EEF guide to the Pupil Premium' the initiatives will be based **on teaching, targeted academic support and wider strategies**.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified Governor having responsibility for Pupil Premium (Greg Marsden) and an overarching strategic improvement plan which has success of Pupil Premium students at its core. All matters relating to the Pupil Premium are reported back to the Local Board of Governors, ensuring that the Academy is held to account for the impact of spending. Our focus for the next three years is to ensure that the Pupil Premium funding is targeted appropriately. We want assessment data and inspection findings to suggest that the gap is narrowing. We aim that support given in class by additional adults is well focused and contributes positively to students' learning.

Challenges

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

Challenge number	Detail of challenge
1	Progress made by disadvantaged pupils is below NA.
2	Attainment of disadvantaged pupils is below NA.
3	Basics for disadvantaged pupils English and maths 5+ is below NA.
4	Attendance for disadvantaged pupils is below NA.
5	Suspensions and permanent exclusions for disadvantaged students is above average.
6	Mental health and well-being have increase dover and since lockdown.
7	Pupils, including disadvantaged, have low rates of reading progress on entry exacerbated by Covid absence.

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
Achieve national average for progress 8 for all pupils amongst similar schools	-0.57 NA for disadvantaged +0.17 NA for non-disadvantaged in 2023 (Gap -0.74). OMA to get above -0.57 for disadvantaged and gap is diminishing
Achieve national average for attainment 8 for all pupils amongst similar schools	35.0 NA for disadvantaged 50.3 NA for non-disadvantaged in 2023 (Gap 15.3) OMA to get above 35.0 for disadvantaged and gap is diminishing
Achieve average English and maths at 4+ and 5+ scores for similar schools	Success is to improve on these scores (2023): NA disadvantaged is 43.4% vs 72.8% for non-disadvantaged NA disadvantaged is 25.2% vs 52.4% for non-disadvantaged OMA to get above the NA for disadvantaged and gap is diminishing at 4+ and 5+
Improve attendance of disadvantaged students	Absence rates for 2023-24 in secondary schools was 9.1% and 26.7% PA NA for disadvantaged in 2019 was 9.2%. NA for FSM in 2023 was 11.4% and non FSM 6.2% (Gap 5.2%)

	<i>Attendance of disadvantaged students to be consistently above 92% and gap diminishing</i>
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Improve suspension and permanent exclusion figures			2022/23
	FSM - Eligible	Suspension (rate)	60.12
		Permanent exclusions (rate)	0.79
		Pupil enrolments with one or more suspension (rate)	17.83
	FSM - Not eligible	Suspension (rate)	21.16
		Permanent exclusions (rate)	0.27
		Pupil enrolments with one or more suspension (rate)	7.59
	Suspension and permanent exclusion rates to be lower than above table		

Ensure disadvantaged students have access and priority of the school counsellor	<i>The proportion of students seen by the counsellor is at least 57%</i>
The PSHE/SRE curriculum follows statutory guidance but in addition learning around the local challenges	<i>Audit of PSHE/SRE curriculum by OAT is fit for purpose and appropriate to the needs of the local area</i>
Improve reading ages	<i>Targeted programmes with disadvantaged students being prioritised and standardised tests show progress</i>

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: Approx £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To ensure extra staff are timetabled to Year 11 during Personal Tutor time to focus on interventions in English, Maths and Science</i>	Reducing class sizes appears to result in around three months additional progress (EEF)	1, 2, 3, 4
<i>Creation extra groups in English, Maths and Science in Y10 and Y11</i>	Reducing class sizes appears to result in around three months additional progress (EEF)	1, 2, 3, 4
<i>Reading Aloud program</i>	Colin MacLeod, a psychologist at the University of Waterloo in Canada, has extensively researched the impact of reading aloud on memory. He and his collaborators have shown that people consistently remember words and texts better if they read them aloud than if they read them silently. +5 months progress for oral language interventions	1, 2, 3, 4, 7
<i>Web based Homework programs such Carousel</i>	An EEF-commissioned report analysed 300,000 students in 250 schools over 9 years. 'Disadvantaged students' improved most - between a fifth and nearly half a GCSE grade better per subject with ten hours' usage (two set tasks per week). - All students who had spent ten hours or more using their SAM Learning account during Year 11 showed significant positive impact between a ninth and a third of a grade per subject. + 4 months progress, Use of computer and technology-assisted strategies to support learning	1, 2, 3, 4

<i>Improving feedback in lessons</i>	Teaching and Learning toolkit from EEF says +5 months for collaborative learning approaches and peer tutoring	1, 2, 3, 4
<i>Curriculum and AFL focus of CPD</i>	Multiple studies through the 'teaching' element of EEF	1, 2, 3, 4
<i>CPD programmes</i> - OAT - NPQs	Professional development section of 'teaching' from EEF research	1, 2, 3, 4
<i>Teaching and Learning lead practitioner and other coaches</i>	To provide further instructional coaching of individual staff to aid their professional development	1, 2, 3, 4
<i>Coaching programme</i>	'Explicit teaching' approaches form 'teaching' section of EEF research. Coaching based on 'Rosenshine's principles of instruction' Steplab used as the platform for coaching.	1, 2, 3, 4
<i>Gold group Y7</i>	EEF research on 'Flexible grouping' of year 7 students. This based on individual needs and disbanded when the purpose is met	1 - 7
<i>Recruitment of Teach First teachers</i>	Professional development section of 'teaching' from EEF research	1, 2, 3, 4

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

Budgeted cost: Approx £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>30 minute intervention sessions every evening after school</i>	Focusing on Year 11 recovery; Support sustained over a longer period of time	1, 2, 3, 4
<i>Purchase revision guides for Ebacc subjects</i>	"Students who can test themselves or try to retrieve material from their memory are going to learn that material better in the long run "Start by reading the text book then make flash cards of the critical concepts and test yourself. "A century of research has shown that repeated testing works." This is because the student is more engaged and it is harder for the mind to wander. (Dunlosky, Kent State Uni) Resources provided as those who are pupil premium likely to not have them (Ambition Institute)	1, 2, 3, 4
<i>Maths And English Mastery courses</i>	+5 months progress. One of the 45 strategies that are effective and at low cost (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning). Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.	1, 2, 3, 4, 7
<i>Lexonic leap</i>	1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1, 2, 3, 4, 7
<i>Lexonic</i>	Reading programme - positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1, 2, 3, 4, 7
<i>Bedrock</i>	Reading programme - positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)	1, 2, 3, 4, 7
<i>Two SENCos Assistant Principal on</i>	EEF: planning for pupils with SEND. Quality CPD and resources bought to provide this	1, 2, 3, 4

NASENCo course CPD on SEND	20% of students are SEND and PPG	
TA deployment – <i>targeted interventions</i> (e.g. <i>lexonic leap, lexonic; Bedrock; lego therapy etc</i>) and classroom provision Use of Integrated Support for interventions	EEF research say that TA deployment can be effective is deployed appropriately to targeted interventions and supporting classroom provision 20% of students are SEND and PPG	1 - 7

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

Budgeted cost: Approx £ 320,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Progress Leaders for each Year group</i>	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons	4, 5, 6
<i>Pastoral Assistants</i>	Disproportionate numbers of disadvantaged students missing lessons due to behavioural reasons – these non-teachers to support quickly to reduce escalation and prevent removal from lessons	4, 5, 6
<i>Reflection room coordinator (s)</i>	To prevent suspension and permanent exclusions; time for students to regulate their behaviour which more disadvantaged students need to do	4, 5, 6
<i>Increase attendance team by having an EWO</i>	Disproportionate numbers of disadvantaged students missing lessons due to attendance/mental health reasons	4
<i>Have a mental-health attendance room</i>	Disproportionate numbers of disadvantaged students missing lessons due to attendance/mental health reasons	4, 6
<i>The Hub-Thrive</i>	Internal data showing improved attendance and engagement, whilst fewer suspensions by hub students. Prevents permanent exclusions	4, 5, 6
<i>Wellspring</i>	To provide a curriculum to students who find mainstream, education difficult after all other avenues exhausted	4, 5
<i>Uniform Fund/Stationery Fund</i>	The Children's Society research found that parents spend around £340 per year on school uniforms for each secondary school child. More than one in 10 parents fell into debt to pay for school uniforms.	6
<i>Exam preparations</i>	To help Year 11 students to emotionally prepare for exams (Ambition Institute research)	6
<i>School counsellor</i>	+ 4months progress. Targeting the social and emotional learning (SEL) of students improves their interaction	6

	with other and management of emotions	
<i>Careers advisor/careers programme</i>	Gatsby benchmark 8 - Every pupil should have opportunities for guidance interviews with a careers adviser to reduce NEETs	1 - 7
<i>Edulink App and platform</i>	+ 3 months progress for parental engagement	1, 2, 3, 4
<i>PSHE/SRE programme</i>	PSHE lead to ensure the SEL curriculum is responsive to students' social and emotional needs and incorporates local data	6
<i>Rewards</i>	To celebrate good progress in academics, behaviour and attendance	1 - 7
<i>Increase Safeguarding team</i>	Disproportionate number of students in vulnerable groups LAC, CIN, CP	6

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year will be updated in Autumn 2025.

Please note – success criteria below updated with NA 2024 figures and other 2023/24 figures where supplied.

Intended outcome	Success criteria
Achieve national average for progress 8 for all pupils amongst similar schools	-0.57 NA for disadvantaged +0.17 NA for non-disadvantaged in 2023 (Gap -0.74). OMA to get above -0.57 for disadvantaged and gap is diminishing <i>This outcome will be measured in 2027 (no Progress figures in 2025 or 2026)</i>
Achieve national average for attainment 8 for all pupils amongst similar schools	Attainment 8 in 2024 was 45.9. 34.6 NA for disadvantaged 50.0 NA for non-disadvantaged in 2024 (Gap 15.4) OMA to get above 34.6 for disadvantaged and gap is diminishing Provisional attainment 8 for OMA in 2025 is 33.2 with a gap of 12.3 between disadvantaged and non (27.9 vs 40.2). Attainment is below NA (2024 was 34.6 vs 50.0) but gap is narrower. The NA is 15.4 but OMA is 12.3. The gap is narrower than in 2024 (14.4) Similar schools data not released yet. LA data will be updated once released.
Achieve average English and maths at 4+ and 5+ scores for similar schools	Success is to improve on these scores (2024): NA disadvantaged is 43.4% vs 72.8% for non-disadvantaged (Gap 29.4% based on 2023) NA disadvantaged is 25.8% vs 53.1% for non-disadvantaged (Gap = 27.3 based on 2024) OMA to get above the NA for disadvantaged and gap is diminishing at 4+ and 5+ Basics 4+ is 40.9% (Dis 28.2% and non 57.7%) Gap is 29.5% which is similar to national gap, but attainment is lower Basics 5+ is provisionally 21.9% (Dis 11.5% and non 35.6%).

	Gap is 24.1 which is narrower than the NA of 27.2%, but both measures are below NA. Similar schools data not released yet. LA data will be updated once released.
Improve attendance of disadvantaged students	Absence rates for 2024-25 in secondary schools was 8.6% and 23.2% PA Attendance of disadvantaged students to be consistently above 92% and gap diminishing Attendance in 2024-25 was 85.1% (it was 83.6% in 2024). Disadvantaged was 80.5% (79.5% in 2024) and non-disadvantaged 90.1% (gap 9.6%)

Improve suspension and permanent exclusion figures			2023/24
	PP	Suspension (rate)	110.10
		Permanent exclusions (rate)	1.68
		Pupil enrolments with one or more suspension (rate)	28.85
	Non PP	Suspension (rate)	56.33
		Permanent exclusions (rate)	2.00
		Pupil enrolments with one or more suspension (rate)	15.67
Suspension and permanent exclusion rates to be lower than above table by 2027			
In 2024, the suspension rate of PP has risen to 117.34			
The suspension 1+ rate has risen slightly to 29.50			
Permanent exclusion figures has risen from 1.68 to 2.25			
Impact will be seen by 2027 (see analysis below).			

Ensure disadvantaged students have access and priority of the school counsellor The PSHE/SRE curriculum follows statutory guidance but in addition learning around the local challenges	The proportion of students seen by the counsellor is at least 57% At least 57% of all sessions were with disadvantaged students Audit of PSHE/SRE curriculum by OAT is fit for purpose and appropriate to the needs of the local area This has been seen a strength as confirmed from Ofsted July 2022 where it said 'Pupils' personal development is a priority
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	for leaders. The 'learning for life' curriculum is carefully planned.
Improve reading ages	<i>Targeted programmes with disadvantaged students being prioritised and standardised tests show progress</i> Students selected for the Lexonic programme who were disadvantaged improved as follows: Y7 (9 students) +5.1 (Reading age increase of 20 months) Y8 (7 students) +3 (Reading age increase of 12 months) Y9 (10 students) +4.2 (Reading age increase of 16 months) Y10 (10 students) +1.8 (Reading age increase of 6 months) Y11 (8 students) +4.75 (Reading age increase of 18 months) Students selected for Lexonic leap and bedrock made progress.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data (provisional).

For 2025, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) is not calculated due to no KS2 data being available. This will be reported in 2027.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils (though provisional). The national Attainment 8 score for disadvantaged in 2024/25 was 34.6 and for non-disadvantaged pupils it was 50.0.

The Key stage 4 data, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2024/25 was below our expectations. There is a gap between Attainment 8 scores of our disadvantaged and non-disadvantaged pupils of 12.3. Whilst this is narrower than the national gap, both the attainment of both disadvantaged and non is below national average.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 on attendance.

It is worth noting that FFT use CVA as a measure. When the context of the school's location and cohort are taken into account, the progress 8 for all students changes from -0.76 to 0.00 in 2024. CVA measure for Progress will not be available in 2025.

Absence among disadvantaged pupils was 9.36% lower than non-disadvantaged students in 2024/25. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils will always be a focus of our current plan, particularly of Year 11. Disadvantaged attendance did increase by 1% from 2024 to 2025.

Pupil behaviour improved last year, but challenges around high tariff students in terms of defiance significantly grew in 2024/25. Though this report is for 24-25, it is worth noting that there is already a considerably drop in suspension and exclusion in 25-26 due to some of the strategies that have been implemented using the pupil premium money for the strategy 2024-27.

Wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute therefore, over 57% of referrals to the school counsellor are from disadvantaged students.

Disadvantaged students were placed in target groups on a range of reading programmes. A more detailed report is available on request. 53 PP students were targeted for Lexonik advanced reading intervention. The majority improved their SAS score and hence their reading age in months. 7 PP students were targeted for Lexonik Leap intervention. The majority improved on SAS and WRAT 5 test indicating an improvement in reading age. 11 students were targeted for the year 10 bedrock reading programme. The majority improved on their SAS NGRT score indicating an improvement in reading age.

These results mean that we have not currently achieving all the outcomes that we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year in new strategy for 2025-26, to ensure the outcomes are met.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonic	
Lexonic Leap	
Rapid reader plus	
Bedrock	
Strengthening minds	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)