

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	804 (Oct 2025)
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	Lucie Walmsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£517 642.26
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£517 642.26

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	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
Achieve average English and maths at 4+ and 5+ scores for similar schools	NA disadvantaged is 43.4% vs 72.8% for non-disadvantaged (Gap = 29.4 in 2024. Waiting on 2024 release) NA disadvantaged is 25.8% vs 53.1% for non-disadvantaged (Gap = 27.3) (2024) OMA to get above the NA for disadvantaged and gap is diminishing at 4+ and 5+
Improve attendance of disadvantaged students	Absence rates for 2024-25 in secondary schools was 8.6% and 23.2% PA

	<i>Attendance of disadvantaged students to be consistently above 92% and gap diminishing</i>
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Improve suspension and permanent exclusion figures			2023/24
	FSM - Eligible	Suspension (rate)	117.34
		Permanent exclusions (rate)	2.25
		Pupil enrolments with one or more suspension (rate)	29.50
	FSM - Not eligible	Suspension (rate)	50.33
		Permanent exclusions (rate)	1.00
		Pupil enrolments with one or more suspension (rate)	13.00
	Suspension and permanent exclusion rates to be lower than above table		

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	<i>The proportion of students seen by the counsellor is at least 57%</i> <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 £ 120,000

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>Over staff in English</i>	Employ one extra teaching staff member in English to create smaller group sizes and more bespoke intervention (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, Language Nut, Maths Watch, Seneca</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.	1, 2, 3, 4

	+ 4 months progress, Use of computer and technology-assisted strategies to support learning	
<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 Principles practice</i>	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>Gold group Y8</i>	EEF research on 'Flexible grouping' of year 8 students. This based on individual needs and disbanded when the purpose is met	1 - 7
<i>Recruitment of Teach First teachers and Apprentice 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	Approx 23% of students are SEND and PPG	
TA deployment – targeted interventions (e.g. lexonic leap, lexonic; Bedrock; lego therapy etc) 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 Approx 23% of students are SEND and PPG	1 - 7
Commando Joe's	Small group and 1-2-1 support of high tariff students - Repeated suspensions - Returning back from AP - Resilience - Poor attendance	1 - 7

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: Approx £ 330,000

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>Mentoring programme</i>	Programme supplied to disadvantaged students who have a higher priority of behaviour incidents logged. The programme is designed to have impact on lowering these incidents	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>Behaviour Manager</i>	To oversee the internal suspension/removal rooms to ensure curriculum continues. Work with students, particularly disadvantaged students, to reduce suspensions and exclusions	4, 5, 6
<i>Behaviour admin PA</i>	To coordinate meetings of students who have been suspended and coordinate actions and interventions	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>Thrive (intervention group)</i>	Internal data showing improved attendance and engagement, whilst fewer suspensions by hub students. Prevents permanent exclusions	4, 5, 6
<i>Commando Joe</i>	External service to work with high priority students to regulate their	4, 5, 6

	behaviour to lower suspensions and exclusions	
<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 with other and management of emotions	6
<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 2025 to 2026 academic year will be updated in Autumn 2026.

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	
Commando Joes	

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)