

Pupil premium strategy statement – Ocker Hill Academy

This statement details our academy's use of pupil premium and NTP funding allocation for the 2024 to 2025 academic year and its impact on disadvantaged pupils' attainment and achievement.

It also outlines our pupil premium strategy for the academic year 2025 to 2026 and beyond.

Academy overview – 2025/2026

Detail	Data
Academy name	Ocker Hill Academy
Number of pupils in academy	250
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Joe Farmer- Principal
Pupil premium lead	Joe Farmer
Governor / Trustee lead	Adam Hollyhead

Funding overview – 2024/2025

Detail	Amount
Pupil premium funding allocation this academic year	£130,080
Total budget for this academic year	£130,080

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

At Ocker Hill Academy our objective is to narrow the attainment gap in reading, writing and mathematics between disadvantaged and non – disadvantaged pupils by disadvantaged pupils making significantly more progress in these key areas. In addition, it is our aim to develop strategies to close the attendance gap between disadvantaged and non – disadvantaged pupils.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

The Pupil Premium Strategy Plan illustrates how we will spend Pupil Premium Funding to address these barriers and the reason why we have taken these approaches. The Pupil Premium Spend plan also highlights how we will measure the impact of the approaches detailed in the plan. Using the Education Endowment Foundation Pupil Premium Guide the academy takes a tiered approach to Pupil Premium spending.

Using The Education Endowment Foundation Pupil Premium Guide and the report previous to this, The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' By Professor Steve Higgins Durham University, Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University, and reviewing the key principles and barriers identified the Leadership Team realised that:-

'Investing for better learning, or spending so as to improve learning, is therefore not easy, particularly when the specific aim is to support disadvantaged learners whose educational trajectories are harder to influence. Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).'

(Higgins, Kokotsaki and Coe 2011)

This statement showed the difficulty in judging impact on overall learning for 'disadvantaged learners' but the toolkit gave indications of the most effective and best value strategies.

The following strategies fulfilled the need to show the most impact and maximise the funding allocation. The Leadership Team ensured that the impact of the funding was monitored termly through the procedures and processes developed by the school. This was then reported back to the governors would be able to ask questions of the Leadership Team regarding the effectiveness of how the Pupil Premium allocation was used.

- *What are the key principles of your strategy plan?*

Teaching and quality classroom support should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for disadvantaged pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Attainment for disadvantaged pupils is lower than non – disadvantaged pupils in all core subject areas.
2	Parents and disadvantaged pupil's attitude towards learning & social relationships.
3	Attendance for disadvantaged pupils is lower than non-disadvantaged pupils.

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
Close the attainment gap in all core curriculum areas between disadvantaged pupils and non – disadvantaged pupils	Reduce the attainment gap in all core curriculum areas to less than 1 Scaled Score Point
Ensure digital technology is used effectively to impact positively on disadvantaged pupil's achievement and attainment in all core curriculum areas.	Reduce the attainment gap in all core curriculum areas to less than 1 Scaled Score Point Disadvantaged pupils making more progress in all core curriculum areas than non – disadvantaged pupils.
Improve the attitude towards learning of disadvantaged pupils and parents.	Boxall Profiles used to measure progress towards personal targets with the aim of at least 90% of all disadvantaged pupils meeting those targets. 90% of disadvantaged pupils' parents attend regular Parent's Consultation Meetings and actively use the academy's Parent App.
Close the attendance gap between disadvantaged and non – disadvantaged pupils	Reduce the attendance gap to less than 2.5%

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Teaching & Learning Team allocated part of the Pupil Premium fund towards developing effective feedback and meta-cognitive and self-regulation strategies (formative assessment). This was in addition to intervention strategies and support which maximise the effectiveness of this training.	<p>Dylan Wiliam (2002) estimated the cost of a formative assessment project with an effect size of 0.32 on pupil attainment was about £2000 <i>per teacher</i> per year.</p> <p>This is in line with wider evidence about feedback and meta cognitive and self – regulation strategies showing very high effects on learning of +8 and +7 months respectively additional progress.</p>	1

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

Budgeted cost: – £95,544.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium TLR2 middle leader post (0.4 FTE) - £31,832</p> <p>Role will include:</p> <ul style="list-style-type: none"> • Class teaching • One to one and small group sessions • Working with parents and Academy Officer to improve attendance • Staff training 	<p>Education Endowment Foundation (EEF): Teaching and Learning Toolkit</p> <p>Modelling metacognition and self-regulation strategies and providing high quality feedback to pupils through team teaching.</p> <p>Effective feedback</p> <p>Black and Wiliam (1998), in developing Assessment for Learning (AfL), emphasised the use of feedback to close the gap on current performance relative to a desired goal or outcome, and highlighted the importance of the student in identifying the gap and acting on the information (see also Metacognition and self-regulation strategies).</p>	1, 2, 3 and 4

<ul style="list-style-type: none"> • After School Tutoring sessions (targeting Pupil Premium pupils who are working just below both age expected and greater depth levels) delivered by academy senior staff in core subject areas: £15,000 	<p>Average Impact: +9 months Strength of research: 3 (Higgins, Kokotsaki and Coe 2011)</p> <p>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>This is in line with the evidence about feedback in the EEF - Teaching & Learning Toolkit.</p> <p>Meta-cognition and self-regulation strategies Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom (Higgins et al., 2005). This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning (Haller et al., 1988). It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion (Higgins et al., 2005). Self-regulation (Dignath et al., 2008) refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes (Higgins et al., 2005; Klauer & Phye, 2008). Unusually, such approaches also appear to benefit low attaining pupils more than high achievers (Chiu, 1998), though this may be because the focus of the programme or approach did not extend high achievers' existing learning strategies. Average Impact: +8 months</p> <p>Strength of research: 4</p> <p>Higgins, Kokotsaki and Coe 2011)</p> <p>Explicit teaching of these strategies encourage disadvantaged pupils to</p>	
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	<p>practise and use skills more frequently in the future.</p> <p>This is in line with wider evidence about feedback and meta cognitive and self – regulation strategies showing very high effects on learning of +8 and +7 months respectively additional progress.</p> <p>One to one tuition</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Moderate impact for high cost, based on extensive evidence. Showing +5 months additional progress.</p> <p>These are short, regular sessions (30 minutes, three to five times a week) which are additional to, but explicitly linked with year group progression maps covered in the classroom. Class teachers and members of the Senior Leadership Team – for example the SENCo - monitor progress of pupils to ensure the effectiveness of the sessions.</p> <p>The evidence is, overall, consistent and strong particularly in primary schools. One to One Tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils, spend more time on new or unfamiliar knowledge/skills, overcome barriers to learning and increase their progress through the curriculum.</p> <p>Small group tuition</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Moderate impact for moderate cost, based on limited evidence. Showing +4 months additional progress.</p> <p>Like the One to one sessions, these are short, regular sessions (30 minutes, three to five times a week) working with between two to five pupils. The sessions are additional to, but explicitly linked with year group progression maps covered in the classroom. Class teachers and members of the Senior Leadership Team – for example the SENCo - monitor progress of pupils to ensure the effectiveness of the sessions.</p>	
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	<p>Small Group Tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils, to overcome barriers to learning and increase their access to the curriculum.</p> <p>The evidence is, overall, limited regarding why this is effective but quality of the teaching in the small groups is the potentially why there is variability in this evidence.</p> <p>Phonics</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Moderate impact for very low cost, based on very extensive evidence. Showing +4 months additional progress.</p> <p>Pedagogical expertise is the key component to the successful teaching of this phonics intervention. The aim is to systemically teach pupils who are weak at reading and spelling the skills of decoding and blending sound spelling patterns through this intervention scheme. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development.</p> <p>Disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
<p>ICT resourcing to support both in class learning and Wave 2 & 3 intervention work - £9,729.30</p>	<p>Digital technology</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Moderate impact for moderate cost, based on extensive evidence. Showing +4 months additional progress.</p> <p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Particular technologies have the</p>	<p>1</p>

	potential to enable changes in teaching and learning interactions. They can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.	
<p>Intervention Strategies delivered by support staff - £34,033.33 - including:</p> <ol style="list-style-type: none"> 1. Individual personal target work. 2. Little Wandle Phonic sessions. 3. Purchase of phonic resources 	<p>One to one tuition</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Moderate impact for high cost, based on extensive evidence. Showing +5 months additional progress.</p> <p>These are short, regular sessions (30 minutes, three to five times a week) which are additional to, but explicitly linked with year group progression maps covered in the classroom. Class teachers and members of the Senior Leadership Team – for example the SENCo - monitor progress of pupils to ensure the effectiveness of the sessions.</p> <p>One to One/Small Group Tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils, spend more time on new or unfamiliar knowledge/skills, overcome barriers to learning and increase their progress through the curriculum.</p> <p>The evidence is, overall, consistent and strong particularly in primary schools.</p> <p>Phonics</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Moderate impact for very low cost, based on very extensive evidence. Showing +4 months additional progress.</p> <p>Pedagogical expertise is the key component to the successful teaching of this Phonics intervention. The aim is to systemically teach pupils who are weak at reading and spelling the skills of decoding and blending sound spelling patterns through this intervention scheme. Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development.</p>	1

	Disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	
Yr6 Targeted Support Sessions in reading, writing and mathematics - £4,950 Session resources & cost of staff to deliver sessions.	<p>Reading comprehension strategies</p> <p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>High impact for very low cost, based on extensive evidence. Showing +6 months additional progress.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Reasoning in Mathematics - Meta-cognition and self-regulation strategies</p> <p>Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom (Higgins et al., 2005). This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning (Haller et al., 1988). It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion (Higgins et al., 2005). Self-regulation (Dignath et al., 2008) refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes (Higgins et al., 2005; Klauer &</p>	1

	<p>Phye, 2008). Unusually, such approaches also appear to benefit low attaining pupils more than high achievers (Chiu, 1998), though this may be because the focus of the programme or approach did not extend high achievers' existing learning strategies. Average Impact: +8 months</p> <p>Strength of research: 4 Higgins, Kokotsaki and Coe 2011)</p> <p>This is in line with wider evidence about feedback and meta cognitive and self – regulation strategies showing very high effects on learning of +8 and +7 months respectively additional progress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,874.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor sessions - £3,840</p> <p>Therapeutic support sessions for pupils - £10,060.46</p>	<p>Education Endowment Foundation: Teaching and Learning Toolkit</p> <p>Social and emotional learning</p> <p>Moderate impact for moderate cost based on extensive evidence</p> <p>This SEL intervention targets pupil premium - as well as non-premium pupils – to improve pupils' interactions with others and self-management their emotions which can be a barrier to their learning. It focuses on how the pupil works and learns with their peers, teachers and also their family.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with</p>	3 and 4

	peers and emotional self-regulation, both of which may subsequently increase academic attainment. SEL needs will be based on a variety of factors that may not correspond to academic progress and will be carefully monitored because of this.	
<p>Academy Attendance Improvement Officer - £3974.15</p> <p>Subsidy for Pupil Premium students attending clubs, trips and residential trips - £15,000</p>	<p>One of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour.</p> <p>Without the opportunity to receive good teaching, every day, from the start of their school career, schools most deprived pupils are unlikely to narrow the gap with their peers.</p> <p>Department for Education 2012, Improving School Attendance</p>	3 and 4

Total budgeted cost: £130,419.24

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.

Pupil Premium Funding Usage & Intent 2024 - 2025

Funding for Pupil Premium for 2024 – 2025 - **£119,880**

Total Funding for Pupil Premium 2024 – 2025 - **£119,880**

Intent:

Intended outcome	Success criteria
Close the attainment gap in all core curriculum areas between disadvantaged pupils and non – disadvantaged pupils	Reduce the attainment gap in all core curriculum areas to less than 1 Scaled Score Point
Ensure digital technology is used effectively to impact positively on disadvantaged pupil's achievement and attainment in all core curriculum areas.	Reduce the attainment gap in all core curriculum areas to less than 1 Scaled Score Point Disadvantaged pupils making more progress in all core curriculum areas than non – disadvantaged pupils.
Improve the attitude towards learning of disadvantaged pupils and parents.	Boxall Profiles used to measure progress towards personal targets with the aim of at least 90% of all disadvantaged pupils meeting those targets. 90% of disadvantaged pupils' parents attend regular Parent's Consultation Meetings and actively use the academy's Parent App.
Close the attendance gap between disadvantaged and non – disadvantaged pupils	Reduce the attendance gap to less than 2.5%

Implementation & Impact:

1. After School Tutoring - £15,000

- Funding used for senior teaching staff to deliver tutoring sessions, to 48 pupils in total, in core subject areas.

Activity impact:

- The children gained an average of **3.2** standardised score points over the course of the intervention (based on FFT standardised score scales) in **Reading**.
- The children gained an average of **2.9** standardised score points over the course of the intervention (based on FFT standardised score scales) in **GPS**.
- The children gained an average of **3.5** standardised score points over the course of the intervention (based on FFT standardised score scales) in **Maths**.
- The children gained an average of **4.2** standardised score points over the course of the intervention (based on FFT standardised score scales) in **Writing**.

2. 2 Pupil Premium TLR2 (0.4 FTE) - £28,213.50

- Pupil Premium TLR2 worked with families to improve attendance of disadvantaged pupils, supported disadvantaged pupils' development, in class, in core subject areas and completed intervention work with disadvantaged pupils.

Activity impact:

- The target group's attendance rose by **2.5%** as a result of the intervention.
- 2024/2025 internal achievement data (terms progress):
- **Reading:** Disadvantaged pupils: **+3.38** Non-Disadvantaged pupils **+3.20**
- **Writing:** Disadvantaged pupils: **+3.59** Non-Disadvantaged pupils **+3.33**
- **Maths:** Disadvantaged pupils: **+3.30** Non-Disadvantaged pupils **+3.33**
- **GPS:** Disadvantaged pupils: **+3.77** Non-Disadvantaged pupils **+3.40**

3. ICT resourcing to support in class learning and Wave 2 and 3 intervention work - £9,729.30

- Investment in touch screen laptops and online learning resources for every child to support disadvantaged pupil's learning in class and intervention sessions.

Activity impact:

- 2024/2025 internal achievement data (terms progress):
- **Reading:** Disadvantaged pupils: **+3.38** Non-Disadvantaged pupils **+3.20**
- **Writing:** Disadvantaged pupils: **+3.59** Non-Disadvantaged pupils **+3.33**
- **Maths:** Disadvantaged pupils: **+3.30** Non-Disadvantaged pupils **+3.33**

- **GPS:** Disadvantaged pupils: **+3.77** Non-Disadvantaged pupils **+3.40**
- MTC attainment data 2024/2025:
- Children's average score was **20.1** out of **25**.
- Using data from Graded Word spelling assessments and Salford reading assessments, disadvantaged children made the following progress in 2024/2025:
- Reading age: **16.7 months average progress**
- Spelling age: **17.1 months average progress**

4. **Intervention strategies delivered by support staff - £31,530**

- Delivery, and resourcing, of daily Little Wandle phonic sessions and individual target work.

Activity impact:

- For those children for whom this target was applicable, over **90%** of children achieved their personal targets.
- Using data from Graded Word spelling assessments and Salford reading assessments, disadvantaged children made the following progress in 2024/2025:
- Reading age: **16.7 months average progress**
- Spelling age: **17.1 months average progress**

5. **Yr6 Targeted Support Sessions - £4,950:**

- Senior staff delivering core subject sessions focussing on gaps in knowledge highlighted in formative assessments.

Activity impact:

- 2024/2025 SATs attainment data:
- **Reading:** Disadvantaged pupils: **106.0** Non-Disadvantaged pupils **108.5**
- **Writing:** Disadvantaged pupils: **103.7** Non-Disadvantaged pupils **105.8**
- **Maths:** Disadvantaged pupils: **105.7** Non-Disadvantaged pupils **109.2**

6. **Learning Mentor/Therapy sessions - £13,900**

- Sessions used to improve pupils' interactions with others, self-management of emotions, attendance and bereavement where applicable.

Activity impact:

Over **90%** of children met their personal targets addressed in learning mentor sessions.

7. Academy Attendance Improvement Officer - £3,831.30

- Attending parent meetings to promote attendance, visiting families at their homes to support the improvement of attendance, chairing attendance meetings with families and working with senior staff on a strategic approach to improve the attendance of disadvantaged pupils.

Activity impact:

- In **2021/2022**, disadvantaged pupil's attendance was **3.64%** below non-disadvantaged pupils.
- In **2022/2023**, disadvantaged pupil's attendance was **3.60%** below non-disadvantaged pupils.
- In **2023/2024**, disadvantaged pupil's attendance was **6.41%** below non-disadvantaged pupils.
- In **2024/2025**, disadvantaged pupil's attendance was **3.50%** below non-disadvantaged pupils.
- The intervention led to the gap between disadvantaged and non-disadvantaged attendance reducing from **6.41%** in 2023/2024 to **3.50%** in 2024/2025. The intervention led to the gap closing by **2.91%** over the course of the academic year.
- Total expenditure - **£131,598.65**