

# Pupil premium strategy statement – Ormiston Venture Academy

This statement details our school's use of pupil premium (and recovery 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	895
Proportion (%) of pupil premium eligible pupils	40.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025- 2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Simon Gilbert-Barnham
Pupil premium lead	Dave Richards
Governor / Trustee lead	Lesley King

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394764
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>	£394764

# Part A: Pupil premium strategy plan

## Statement of intent

*At Venture we believe that every student can and must achieve unlocking the currency they need to be able to progress on to the right pathway to enable them to make their aspirations reality. We acknowledge that there may be barriers that may affect achievement and use Pupil Premium funding alongside the latest research (for example via Education Endowment Fund) to provide personalised support to address these (see below).*

*First quality teaching is at the heart of our strategy. The high-quality implementation of a carefully constructed curriculum will always remain our key priority. Personalisation throughout the curriculum in every classroom is key to effectively ensuring our curriculum aims are met through an ambitious and challenging offer.*

*Through a combination of first quality teaching, targeted interventions and additional support we aim for our Pupil Premium students to make progress better than other students nationally.*

## Challenges

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

Challenge number	Detail of challenge
1	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
2	Community engagement in the academy and the learning of the students. Ensuring that attendance and engagement returns to pre-pandemic levels.
3	Improving levels of literacy of students, particularly those who have had a disrupted primary experience due to covid
4	Improving students levels of independence and ability to study and self-regulate their learning effectively
5	Ensuring implementation of priorities and strategies are consistently embedded and having the required impact in the classroom – Venture 4

## 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
------------------	------------------

Gaps in knowledge that have arisen due to lost learning or to other factors are routinely identified. These gaps are eradicated through adaptive classroom practice throughout the curriculum and targeted proactive intervention strategies	Gaps that exist due to absence, disrupted years of education are not impacting on students' abilities to make progress. Students make excellent progress through the curriculum at Venture, culminating in Disadvantaged students continuing to make greater progress than other students nationally (if data is available) The internal gap between disadvantaged and non-disadvantaged students is reduced
Ensure that changes to circumstances of families in the community are accurately identified in pupil premium status and implemented strategies	All families who are entitled to FSM support are accessing it. Creation of new tool to identify challenges/barriers/interests for all students enabling more bespoke support for disadvantaged students.
Reengage parents in physical visits to the academy wherever possible to maximise the impact of time we have with them on transition, behaviour, attendance or supporting learning from home.	Improved overall attendance for disadvantaged students Reduced persistent absence for disadvantaged students Improved participation in extended learning opportunities.
Continued refinement and improvement of student independence with a coherent focus on knowledge and retention, literacy, numeracy and metacognition.	Disadvantaged students have high levels of literacy, numeracy and can study effectively independently. Disadvantaged students attain well and make excellent progress in external examinations.

## 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: £221,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to continue to focus on Venture 4 First Quality Teaching.</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap <a href="#">CPD</a> at Venture is focussed on the areas we know will have the biggest impact on challenges our cohort face in their learning	1, 3, 4, 5

<i>PL Reading programme further embedded. CPD to support</i>	Based on work around reading canons, guided reading programmes and trusts such as Greenshaw trust who have seen improved vocabulary of students through an improved range of texts being accessed.	3
<i>Use of TA Support and recruitment of additional support for high needs students</i>	Large body of work continuing based on EEF work around effective deployment of <a href="#">Teaching Assistants</a> .	1, 3, 4, 5
<i>TLR 3 Projects – literacy, knowledge and retention, G&amp;T/HPA programme 'Brain Labs'</i>	Building on educational research to deliver short term or small scale projects that staff design and take a lead on, developing both students and staff in these key areas, all of which target disadvantaged students and/or utilise strategies shown to have significant impact on disadvantaged students	1, 3, 4, 5
<i>Providing materials for independent study and extended learning</i>	All students in the academy are provided with paper based materials to support their extended learning and independent study and are directed on the best methods for recall and retention of knowledge building on work from the Learning Scientists and others such as Kate Jones. Year 7-10 students receive a half termly 'Venture Vitals' booklet with all the knowledge organisers for that half term. Year 11 students are provided with 'The Senior Year Book of Knowledge' with all the knowledge they need for their KS4 courses and throughout the year are supplied with personalised revision guides.	1, 2, 3, 4
<i>Further development of Physical Education core pathways</i>	All students in year 9 to experience and outdoor activity day as part of their core Physical Education curriculum before opting for one of 3 pathways for KS4. OCR Sports Studies, A Sports Leader qualification or a Health and Fitness pathway. Developed in response to local health statistics and to highlight the importance of physical activity and knowledge of healthy lifestyles.	1, 2, 4

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

Budgeted cost: £55,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Promotion of raise rooms to Y7-10 students</i>	Dedicated Raise Room spaces with computer access and staff for students to work on extended learning or to access additional study support by <a href="#">extending the school day</a> . Allows <a href="#">homework</a> to be completed at the academy and through <a href="#">Learning Guru's provides peer support</a> .	1, 4
<i>Promotion of P6 sessions to Y11 students</i>	Period 6 is a hugely successful strategy at Venture for <a href="#">extending the academy day</a> for core subjects. 2019 and 2022 data showed clear link between high P6 attendance and good progress and attainment in external examinations.	1, 4
<i>Continued use of internal academic tutoring interventions</i>	<a href="#">Small group interventions</a> for students with specialist teachers following the results of diagnostic assessment. Short and precise intervention/gap filling.	1, 4
<i>Master Maths Centre interventions</i>	Provide numeracy support and support functional mathematics via <a href="#">small group interventions</a> to ensure gaps are eradicated to enable learners to make improved progress in mathematics and within the wider curriculum. Additionally, to provide targeted support for underachieving students in mathematics. Historically successful system within the academy.	1, 4
<i>Success Centre interventions</i>	Continue to provide literacy support via Lexonik programme, guided reading, spelling strategies and the Lexia programme via <a href="#">small group interventions</a> . Support targeted students to transfer acquired skills into lessons. Targeted phonics and handwriting interventions are also delivered.	1, 3, 4
<i>Further development of two new academic mentoring programmes.</i>	Mentoring in education can add two months progress to students based on <a href="#">EEF findings</a> . All year 11s receive a mentor meeting every 3 weeks with clear actions recorded and acted on and reviewed 3 weeks later – this is a shift in the way the raising achievement mentors in the academy work. In year 10 targeted groups of underachieving students are on a 6 week mentoring programme led by Senior leaders.	1, 4

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

Budgeted cost: £118,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tools for Life Curriculum</i>	Continue with this successful strategy which develops independent skills for life. Enhances the ability to plan and reach solutions. Focus on supporting students with the highest level of needs in developing their independence.	1, 2, 4
<i>Lunch Bunch</i>	Provides additional lunch time support for identified students including in developing social and emotional skills. Ensure all places are filled throughout the year with target group.	2, 4
<i>Breakfast Club</i>	Provides all students a space to attend before the academy day and allows targeting of disadvantaged students to ensure they are eating breakfast prior to the school day. This will help promote attendance, health and academic support.	2
<i>Emergency Fund</i>	Provides a fund that can be utilised to ensure lack of access to equipment or unexpected circumstances arising do not become a barrier to attendance and engagement. Through prior experience it has been an important use of funding for a small number of students.	2
<i>Summer School</i>	<a href="#">Summer School</a> is a planned and targeted transition between Year 6-7 building early relationships with students and their families. Proven through student and parent surveys to help students feel comfortable in transition. Successful intervention that has been in place for several years.	1, 2, 4
<i>Careers Support – including use of Level 6 advisor.</i>	Meeting <a href="#">Gatsby benchmarks</a> and building on recent career marks re-award, following 2017 <a href="#">policy paper</a> around using careers education to 'end the generational cycle of disadvantage'	1, 2
<i>Development of Further Study Pathways entitlement</i>	Building on existing relationships with Further and Higher Education partners to develop a more robust system for	1, 4

	ensuring students access the opportunities to sample further educational opportunities including all having a visit to a university and parents having the opportunity for university visit. Scholarship opportunities identified earlier to students to enable them to work towards them over a longer period of time.	
<i>Venture Virtues behaviour mentoring programme</i>	Students are targeted after their <a href="#">PASS</a> assessment to develop social emotional strategies relating to resilience and behavioural traits. The programme will be two hours a week for a minimum of six weeks to support students in making positive changes to perception of school, attitudes and behaviour.	2,3

**Total budgeted cost: £394,764**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our 2025-26 strategy aims to continue with the work from the previous cycle, due in the most part to seeing the strategy as being successful thus far and to continue to deliver strong outcomes. The table below details the impact that our pupil premium activity had on pupils in the 2024-5

Aim	Outcome/Evaluation
Gaps in knowledge that have arisen due to lost learning or to other factors are routinely identified. These gaps are eradicated through adaptive classroom practice throughout the curriculum and targeted proactive intervention strategies.	<p>In 2024 (last progress measure available) disadvantaged students made greater progress (0.25) than non-disadvantaged students nationally (0.16). Disadvantaged students made positive progress in all 4 pillars. This continues a strong trend of disadvantaged students at Venture making greater than non-disadvantaged students nationally where in 4 out of the last 5 exam results years (not including 2020 and 2021) this has been the case. The average progress of disadvantaged students at Venture since 2017 has been +0.18.</p> <p>The attainment of Disadvantaged students in 2025 was above the national average of disadvantaged students in every key metric. Overall A8 was sig+ along with the A8 in Maths, the Ebacc and Open Pillars, whilst English was closer to the national average it was still above. 58% of disadvantaged pupils achieved 4+ in English and Maths compared to 43.5% nationally. 5+ was also above the national average. Closing the gap on attainment to other students nationally remains a focus for the academy. 2025 saw the highest number of grades 7-9 for disadvantaged students that the academy has ever achieved.</p> <p>Disadvantaged students are well prepared for the next stage in their education. 2022 leavers sustaining education rate for disadvantaged students (95%) was in line with non-disadvantaged students nationally. 2023 leavers dropped slightly but remain close to the national average for all students. The academy puts in place additional transition and checks half termly with the colleges to offer our support for any students who may be finding post 16 provision a challenge.</p> <p>Disadvantaged students will continue to remain a focus in every academy area, however, there will be a particular focus on English supporting Aim 4 in improving literacy alongside independence and identifying and supporting disadvantaged high prior attaining students through personalisation in class and intervention strategies.</p>
Ensure that changes to circumstances of families in the community are accurately identified in pupil premium status and implemented strategies	More rigorous promotion of free school meals has taken place throughout the academic year, with support from the school on offer at academic review days and parents evenings. Emails and letters are sent to ensure parents are accessing applicable support at key points of the year. In



	<p>2022 There was a drop in number of year 11 students in particular in the final census before exams, meaning some of these did not register as Pupil Premium at the time of exams despite having been Pupil Premium and supported as such throughout their time at Venture. This has now been remedied and in the previous 3 years where there has been no loss of Pupil Premium in the final months of year 11 and students were supported throughout their final year and into college. Moving from SIMS to Arbor has allowed us to identify 1.3% of students who are eligible for PP funding but not currently in receipt of it so will be a focus in the coming year to continue to work on ensuring all who could be in receipt of it are. Awareness and sign-up support will continue at every opportunity but this aim is on track to be achieved.</p>
<p>Reengage parents in physical visits to the academy wherever possible to maximise the impact of time we have with them on transition, behaviour, attendance or supporting learning from home.</p>	<p>Based on the published 2024/5 2 term attendance disadvantaged students' attendance was 87.9% which was above the national average of 87.3% but an internal gap of 1.8% means this remains a priority along with continuously focussing on whole academy attendance improvements.</p> <p>Parental engagement of disadvantaged students at Parents evening and academic review day appointments increased by 5% on 2022-23. In 2025-6 parents who haven't attended in the past academic year will be prioritised for bookings</p> <p>The gap between disadvantaged and non disadvantaged students accessing extra curricular opportunities was around -6% so whilst the offer is broad, supporting take up of opportunities for disadvantaged students remains a focus.</p> <p>The proportion of students engaged in the raise rooms and academic tutoring that were disadvantaged remain stable from 2023-24 and ensuring the right students are accessing this provision remains a key focus.</p>
<p>Continued refinement and improvement of student independence with a coherent focus on knowledge and retention, literacy, numeracy, and metacognition.</p>	<p>TLR3 holder role for literacy has been refined and reviewed with a focus on work around morphology and reading strategies in addition to previous work. TLR3 holder for knowledge and retention continued development of the Venture Vitals (half termly knowledge organiser booklet provided in a printed format for every student) ensuring every student in years 7-10 had access to this, and in year 11 a Senior Year book of Knowledge and printed revision guides.</p> <p>The academy has moved across to utilising online NGRT and NGST testing in years 7-10 to better identify trends in literacy and to support improved interventions and this will continue to develop over time along with the tracking system in place</p> <p>393 students in the academy received reading interventions in 2024/5 with 182 of those students being disadvantaged. These students made on average 10</p>

	months of additional progress in their reading ages from a half term block of intervention. 294 students received spelling interventions of which 139 were disadvantaged making an average of 11.3 months additional progress.
--	--

## Externally provided programmes

Programme	Provider
Student revision/study apps	GCSE Pod and Seneca

## Further Information

Venture has a high proportion of disadvantaged students (40%) who remain a constant focus group. As a subgroup of this around a quarter of students at Venture are both SEND and Disadvantaged. Disadvantaged students in all year groups are identified in class lists and on personalisation documents to ensure needs are met within the classroom. Progress and attainment of disadvantaged students is tracked in every subject and year group to inform targeted intervention and ensure actions are put in place that will have impact on the outcomes of disadvantaged students. This along with effective use of the pupil premium funding over time has led to disadvantaged students at Venture making consistently excellent progress in their GCSE results over the past 7 years.