

Pupil premium strategy – Ormiston SWB 2018-19

1. Summary information					
School	Ormiston SWB Academy				
Academic Year	2018/19	Total PP budget	£477,785	Date of most recent PP Review	October 2019
Total number of pupils	990	Number of pupils eligible for PP	511 (52%)	Date for next internal review of this strategy	N/A

2. Attainment 2019 exam cohort				
	OSWB Disadvantaged (amount)	OSWB non disadvantaged (amount)	National Non disadvantaged pupils	Increase/decrease on 2017/18
Progress 8 Score	-0.25 <i>National figure is -0.44</i>	-0.03 (Internal gap 0.22)	0.13 (0.38)	+0.17
Attainment 8	38.36	46.3 (Internal gap 7.94)	50.1 (11.74)	+2.56
Basics 4+	39.5%	56% (Internal gap 16.5%)	71.50 (32%)	+4.5
Basics 5+	19.3%	31% (Internal gap 11.7%)	50.1 (30.8%)	+5.3
English Progress 8	-0.60	-0.41 (Internal gap 0.19)	0.11 (0.71)	-0.02
Maths Progress 8	-0.58	-0.26 (Internal gap 0.32)	0.12 (0.70)	+0.18
EBacc Progress 8	-0.55	-0.23 (Internal gap 0.32)	0.15 (0.70)	+0.22
Open P8	0.47	0.78 (Internal gap 0.31)	0.12 (+0.35)	+0.23

Attendance 2018/19

Year Group/Total	% Attendance of all	% PP Attendance	% Non PP Attendance	Internal gap
7	95.8	94.90	97.15	2.25%
8	95.7	95.48	95.89	0.41%
9	95.1	94.36	96.06	1.70%
10	93.8	91.74	95.59	3.85%
11 – up to 31.5.19	94.7	93.36	96.43	3.07%
Total	95.02 (+0.02)	93.97 (+1.17)	96.22 (+0.32)	2.25%
National attendance averages	95.0 %	92.8%	95.9%	

OSWBA pupils are above the relevant national averages for ALL Pupils, Disadvantaged pupils and Non Disadvantaged pupils

3. Planned expenditure					
A Academic year		18/19			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the progress made by disadvantaged pupils at OSWBA	Attendance for key staff at national conferences on closing the gaps for disadvantaged students	For key staff to further develop the strategic direction of Disadvantaged pupils at OSWBA through nationally accredited information and guidance	SLT meetings and feedback from conferences	MPA	September 2019 September 2019
	Contribution to PiXL Club membership (50% cost)	Receive expert advice on guidance on improving outcomes for all children (incl bespoke sessions for improving outcomes of disadvantaged pupils)	<ul style="list-style-type: none"> Staff meetings Dept time CPD sessions 		
	Holiday Revision classes – February and Easter courses – contribution towards staffing costs and resources	Additional and bespoke support for pupils to receive expert guidance on improving outcomes	<ul style="list-style-type: none"> Directors to have oversight of pupils attending within their areas SLT oversight and monitoring of pupils numbers accessing the service 		
	Study Skills Book and Revision Planners for Y11 Students (photocopying costs)	Bespoke and tailored resources for pupils to aid learning	<ul style="list-style-type: none"> Used in lessons/revision sessions 		
	Revision materials, intervention materials eg. Study cards, exam pens	Resources given as aids to support disadvantaged learners	<ul style="list-style-type: none"> Used in lessons/revision sessions 		
	Home Study Kits for Option age students	Kits given to support pupils who may not have the provision to succeed outside of OSWBA	<ul style="list-style-type: none"> Used in lessons/revision sessions 		
	Provision of exam pencil cases and equipment	Equipment provided to support pupils and improve the quality of their presentation			

School open during term time – 09:30 to 12:30 – includes breakfast/lunch provision, staffing, facilities and learning resources. 60% contribution to running costs.	Provision and bespoke support for pupils who do not have the facilities at home to access the curriculum	<ul style="list-style-type: none"> • SLT oversight and monitoring of pupils numbers accessing the service 		
Hospitality provision for after school/Saturday School	Support pupil wellbeing during work periods at weekends			
Additional capitation to departments to specifically target PUPIL PREMIUM achievement	Identified so departments can specifically address provision to be put in place for pupils	<ul style="list-style-type: none"> • Ensure directors use money set aside for disadvantaged pupils • Review their usage of the funding 		
Residential intensive revision courses for HPA PP students	Aimed at higher achieving pupils where evidence suggest may fall below their peers in terms of outcomes	<ul style="list-style-type: none"> • Directors to devise which pupils are best suited and a rationale behind it 		
Residential intensive revision courses for English for PP students	Aimed at disadvantaged pupils where evidence suggest may fall below their peers in terms of outcomes. Tailored and bespoke support	<ul style="list-style-type: none"> • Directors to devise which pupils are best suited and a rationale behind it 		
Additional brought in tuition (English)	1:1 and small group support for disadvantaged pupils	<ul style="list-style-type: none"> • Directors to decide which pupils are best suited to this approach and which disadvantaged pupils will most benefit from such a service 		
Contribution to salary of Language Acquisition Teacher/TA Support 75% cost of post				
Contribution to cost of external support for individual and groups of teachers	Support any staff member identified in increasing outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • SLT/Directors to decide upon which professional support are best suited to staff members 		
CPD for all teachers with regard to disadvantaged pupils	Develop the skills that all staff have at OSWBA to develop the quality of education that all pupils (incl) disadvantaged pupils receive.	<ul style="list-style-type: none"> • Staff meetings • Dept time • Whole school CPD 		
Appointment of Pupil Premium Lead Practitioner (55% cost of SSA Post)	Take the lead on disadvantaged pupils in developing staff expertise in improving outcomes.	<ul style="list-style-type: none"> • SLT lead to line manage and give guidance 		

	5 x Lead Practitioner Posts (20% contribution to uplifted TLR)	Work with all departments across the Academy to develop teaching and learning to bring about improved outcomes for Disadvantaged pupils	<ul style="list-style-type: none"> • SLT line management • Clear plan of the role 		
	Contribution to salary of two primary experienced <L4 teachers (literacy and numeracy including Numeracy Co-ordination at KS3 for PP) 75% cost of JBI and JKI plus Numeracy enhancement	Develop ks3 Disadvantaged pupils literacy and numeracy in line with their peers and age related levels	<ul style="list-style-type: none"> • Work closely with SENCo and specific English/Maths staff 		
	Literacy/Numeracy CPD for staff particularly focused at low levels and expected levels and how to achieve this	SEND and whole school Literacy/Numeracy development to enhance pupils' access to the curriculum	<ul style="list-style-type: none"> • Whole school CPD • Dept time 		
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Additional Support staff provision (100% one post) for Years 7-11, in-class support/withdrawal focus on PUPIL PREMIUM students	Support where vulnerable pupils are unable to make appropriate progress without trusted and specialist staff to meet their needs	<ul style="list-style-type: none"> • Directors and senco to work together on deciding who receives such support 		
	Resources required – hard copy and ICT – specifically for PUPIL PREMIUM students	Resources to aid learning for disadvantaged pupils	<ul style="list-style-type: none"> • Directors to decide upon resources needed • Line management 		
	SENDCO Engagement with Parents events to promote support available and efficacy of parents in SEN support at home – coffee mornings	High proportion of SEND pupils who are also disadvantaged so parental engagement key for success to occur.	<ul style="list-style-type: none"> • SENDCO to liaise with parents prior to events • Line management • Records of attendance 		
Total budgeted cost					215, 744

ii. Targeted support

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve aspirations, particularly in year 11, so as destinations are appropriate and students aim high.</p>	<p>G&T Lead Teacher post (TLR Contribution) to be recruited attached to English 25% cost of EPL post</p>	<p>Aspirations are and have been historically low at OSWBA so a lead teacher on gifted and talented pupils is in place to stretch our G and T pupils</p>	<ul style="list-style-type: none"> G and T list 	<p>MPA</p>	<p>September 19</p>
	<p>Development of Enrichment programme for all students, with tracking participation rates of PUPIL PREMIUM students to target improving this</p>	<p>Extra - curricular activities have clear benefits on personal development such as confidence, teamwork, leadership, etc</p>	<ul style="list-style-type: none"> Tracking of pupil attendance monitored 		
	<p>Visits to Universities, Business Links etc targeted at PUPIL PREMIUM students</p>	<p>By showcasing to pupils that they are capable of attending universities/having successful careers, attitudes towards learning will improve</p>	<ul style="list-style-type: none"> Record of visits that have occurred Record of pupils that have attended 		
	<p>Purchase of additional Careers Advisor time to work with PP students, providing 1:1 interviews/support applications for Post-16 study or employment.</p>	<p>Careers advisor to assist pupils in acquiring post 16 places and reducing them being a NEET.</p>	<ul style="list-style-type: none"> Log of careers meetings occurring with advisor Target those more likely to be NEET through IDACI 		
	<p>Extension of IAG programme to KS3 targeting PP students</p>	<p>Giving quality Information Advice and Guidance from an earlier age broadness pupil mindsets and provides goals for which they can aspire towards</p>	<ul style="list-style-type: none"> Log of careers meetings occurring with advisor Target those more likely to be NEET through IDACI 		
	<p>Contribution to salary of CEG Manager post 60% cost of JJN</p>				
	<p>Contribution to PASS survey purchase</p>	<p>To gain pupil feedback and reflect/amend on current methods based on pupil attitudes</p>	<ul style="list-style-type: none"> Through tutor time 		
	<p>Support for disadvantaged pupils to attend Unifest Summer Schools, national Citizenship Challenge (supported at 15% contribution rate)</p>	<p>School holidays are often a time of disadvantaged pupils falling behind their peers, so assisting with summer schools will help reduce this gap increasing</p>	<ul style="list-style-type: none"> Identify pupils best suited Pupil/parent meetings 		

	<p>Support for PP students to take part in overseas trips and visits supported at 15% contribution rate)</p> <p>Support for PP students to attend Unifest Summer Schools, National Citizenship Challenge (supported at 15% contribution rate)</p>	<p>Many disadvantaged pupils will not get the opportunity to go overseas so supporting them in this will broaden horizons and raise aspirations outside of Bilston</p>	<ul style="list-style-type: none"> Identify pupils who may wish to go and offer financial support (through discussions with parents/carers) 		
	<p>Year 7 trip subsidy for PP students to attend/contribution to clothing/equipment where needed</p>	<p>Many disadvantaged pupils will not get the opportunity to go on such trips or have the funds to pay for the equipment</p>	<ul style="list-style-type: none"> Identify pupils who may wish to go and offer financial support (through discussions with parents/carers) 		
	<p>Support for PP students participating in DofE Awards</p>	<p>D of E is a nationally recognised qualification that disadvantaged pupils are less likely to be involved in. By supporting them this removes that barrier</p>	<p>Programme is offered to all pupils, but where interest from disadvantaged pupils, individually discussion to occur to offer financial support</p>		
<p>Total budgeted cost</p>				<p>68,300</p>	

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved behaviour and engagement of Disadvantaged students, further closing the gap relative to 'other' students in school.	Contribution to staffing of IE 60% cost of SME post	Attempt to reduce FTE and repair damaged relationships, whilst keeping in school and maintaining better attendance	<ul style="list-style-type: none"> Learning visits SLT supervision Closer working with HOY/DOY 	MPA	September 19
	Contribution to resources in IE	Resources whilst in there so their academic studies are not affected as much as an FTE	<ul style="list-style-type: none"> Through line management 		
	Learning Mentor for students with BESD or those requiring support during the year for Years 7-11 100% cost of PTH	To work closely with pupils with BESD and change behaviours to make them conform to a standard expected in society	<ul style="list-style-type: none"> AP/SD/HOY/DOY to decide upon pupils who receive support 		
	Behaviour Mentor – 60% cost of TPu post	To work closely with pupils with BESD and change behaviours to make them conform to a standard expected in society	<ul style="list-style-type: none"> AP/SD/HOY/DOY to decide upon pupils who receive support 		
	Contribution to salary of Academy Nurse for time specifically with PP students 50% cost of DPU post	To support pupils with medical needs and prevent them from being at home	<ul style="list-style-type: none"> Medical needs register 		
	Contribution to salary of Academy Counsellor 50% Outsourced provision - budget allocation	Numerous mental health issues within the academy so the counsellor supports pupils in dealing with their difficulties and providing strategies to cope	<ul style="list-style-type: none"> Records of pupil names who are seen AP/SD/SENDSCO to identify pupils in need 		
	Rewards incentives for all year groups, including Progress Awards (60% cost)	To reward pupils for the positive contribution made at OSWBA, increasing confidence, enjoyment, improved attendance and improved behaviour	<ul style="list-style-type: none"> Through go for schools Rewards assemblies Reward evenings 		

	<p>Contribution to salary of Isolation Unit Manager to support PP students ensuring no disproportionate students and if so, work to address</p> <p>45% cost of RKN post representation of PP</p>		<ul style="list-style-type: none"> IE logs Breakdown of disadvantaged pupils to non disadvantaged 		
	<p>Contribution to cost of Alternative Provision for PP Students</p>	<p>A permanent exclusion is an 'adverse childhood experience' (ACE) To prevent a Permanent exclusion or provide an appropriate setting to meet a pupils specific needs</p>	<ul style="list-style-type: none"> identification process of suitable pupils to receive AP support 		
Total budgeted cost					169, 849
i. Other approaches					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	<p>Attendance Officer to work with PUPIL PREMIUM families/carers directly 60% cost of SKE post</p>	<p>Disadvantaged pupils are more likely (through statistics) to be absent from school more than their peers</p>	<ul style="list-style-type: none"> Monitor attendance of disadvantaged pupils 	MPA/SWo	September 19
	<p>Contribution to additional EWO time focus PP families directly where attendance is a concern - 50% cost allocated</p>		<ul style="list-style-type: none"> Disadvantaged pupils identified earlier by EWO 		
Total budgeted cost				23,552	

Review of Spending 18/19			
Desired Outcome	Chosen Approach	Impact	Lessons learned
Increase the progress made by disadvantaged pupils at OSWBA	Attendance for key staff at national conferences on closing the gaps for disadvantaged students	The progress 8 score of disadvantaged pupils at OSWBA has significantly improved (by 0.19). In addition to this, the score of -0.25 is significantly above the national average for disadvantaged pupils which currently stands at -0.44 (2018)	Disadvantaged pupils who also have special educational needs/disabilities need to be supported further and tracked closer to improve upon their performance. Moving forward, the lead staff member for Disadvantaged pupils will be working closely with the newly appointed SENDCOs in providing CPD for this area. There will also be increased identification of access arrangements and improving provision within the classroom for disadvantaged pupils with SEN/D. Although the overall P8 score of disadvantaged pupils has significantly increased, the progress in English and Mathematics has not been as successful as we may have hoped and this is a key area OSWBA will be looking to improve upon in 2019/20. Pupils accessed the revision materials and equipment which gave them the tools to achieve in their GCSE's. In Key Stage 3, there has been a huge shift in assessing pupils, so a key target in moving forward will be using this assessment information to identify the performance of disadvantaged pupils in lower years at OSWBA.
	Contribution to PiXL Club membership (50% cost)	The attainment 8 score of pupils also improved on the previous year progressing from 35.8 to 38.36 (improvement of 2.56 pts)	
	Holiday Revision classes – February and Easter courses – contribution towards staffing costs and resources	The amount of disadvantaged pupils who attained a 4+ in English and Mathematics rose from 35 to 39.5 %, whilst the amount of pupils who attained a 5+ rose from 14 to 19.3 %.	
	Study Skills Book and Revision Planners for Y11 Students (photocopying costs)	Pupils who were entered for the English Baccalaureate (EBacc) saw an increased progress 8 score -0.55 (improving from -0.77 on the previous year).	
	Revision materials, intervention materials eg. Study cards, exam pens	Pupils completing subjects in the 'open' pot also improved their progress 8 score rising from 0.24 to 0.47, which is significantly above the national average of 0.12.	
	Home Study Kits for Option age students		
	Provision of exam pencil cases and equipment		
	School open during term time – 09:30 to 12:30 – includes breakfast/lunch provision, staffing, facilities and learning resources. 60% contribution to running costs.		
	Hospitality provision for after school/Saturday School		
	Additional capitation to departments to specifically target PUPIL PREMIUM achievement		
	Residential intensive revision courses for HPA PP students		
	Residential intensive revision courses for English for PP students		
	Additional brought in tuition (English)		
	Contribution to salary of Language Acquisition Teacher/TA Support 75% cost of post		
	Contribution to cost of external support for individual and groups of teachers		
	CPD for all teachers with regard to disadvantaged pupils		
Appointment of Pupil Premium Lead Practitioner (55% cost of SSA Post)			

Improve aspirations, particularly in year 11, so as destinations are appropriate and students aim high.			
Desired Outcome	Chosen Approach	Impact	Lessons learned
	<p>G&T Lead Teacher post (TLR Contribution) to be recruited attached to English 25% cost of EPL post</p> <p>Development of Enrichment programme for all students, with tracking participation rates of PUPIL PREMIUM students to target improving this</p> <p>Visits to Universities, Business Links etc targeted at PUPIL PREMIUM students</p> <p>Purchase of additional Careers Advisor time to work with PP students, providing 1:1 interviews/support applications for Post-16 study or employment.</p> <p>Extension of IAG programme to KS3 targeting PP students</p> <p>Contribution to salary of CEG Manager post 60% cost of JJJ</p> <p>Contribution to PASS survey purchase</p> <p>Support for disadvantaged pupils to attend Unifest Summer Schools, national Citizenship Challenge (supported at 15% contribution rate)</p> <p>Support for PP students to take part in overseas trips and visits supported at 15% contribution rate)</p> <p>Support for PP students to attend Unifest Summer Schools, National Citizenship Challenge (supported at 15% contribution rate)</p> <p>Year 7 trip subsidy for PP students to attend/contribution to clothing/equipment where needed</p> <p>Support for PP students participating in D of E Awards</p>	<p>Proportion of NEET pupils for disadvantage pupils is 0%.</p> <p>Pupil voice has given really positive feedback regarding careers advice that pupils receive at OSWBA</p> <p>Sixth form intake is increasing year on year with 10% of Year 11 disadvantaged pupils staying on at OSWBA</p>	<p>Bespoke recruitment of disadvantaged pupils to enrol on schemes like the D of E will further enhance their aspiration and cultural capital.</p>
Improved behaviour and engagement of Disadvantaged students, further closing the gap relative to 'other' students in school.			
Desired Outcome	Chosen Approach	Impact	Lessons learned
	<p>Contribution to staffing of IE 60% cost of SME post</p> <p>Contribution to resources in IE</p> <p>Learning Mentor for students with BESD or those requiring support during the year for Years 7-11 100% cost of PTH</p> <p>Behaviour Mentor – 60% cost of RRe and GNa</p> <p>Contribution to salary of Academy Nurse for time specifically with PP students 50% cost of DPU post</p> <p>Contribution to salary of Academy Counsellor</p> <p>50% Outsourced provision - budget allocation</p> <p>Rewards incentives for all year groups, including Progress Awards (60% cost)</p>	<p>2018/19 saw a new Principal start at OSWBA, whereby higher expectations of behaviour are evident.</p> <p>As a result of this, the amount of pupils who received fixed term exclusions and spent time in Internal Exclusion were high compared to previous years.</p> <p>Exclusions of disadvantaged pupils were high and this needs to be reduced.</p> <p>The work of the IE manager has been very good but, is not evident in the data of pupil spending time in there.</p> <p>The role of the counsellor is imperative in OSWBA due to the significant amount of pupils with emotional difficulties.</p>	<p>With the introduction of a new Vice Principal for behaviour and Attitudes and clearer systems in place, we are targeting a reduction in the amount of pupils who attend Reflect, Internal Exclusion and that have to be Fixed Term or permanently excluded.</p> <p>A clearer detention system is required with same day detentions being introduced to enable pupils a fresh start to each day and not 'build up so they are in detentions over a prolonged period of time and starting each day with a negative mindset.</p> <p>The use of Alternative provision needs to be reviewed and reduced but will continue to provide a service needed to prevent pupils from being permanently excluded or refusing to attend school.</p>

	<p>Contribution to salary of Isolation Unit Manager to support PP students ensuring no disproportionate students and if so, work to address 45% cost of RKN post representation of PP</p> <p>Contribution to cost of Alternative Provision for PP Students</p>	<p>The Academy nurse also provides a significant service which is imperative to the pupils at OSWBA, in meeting their health requirements.</p> <p>Alternative provision is where pupils attend another setting due to a number of reasons. These may be due to poor behaviour, medical needs, mental health difficulties, etc. This is used to meet the pupils' needs and as a method to prevent pupils from being permanently excluded.</p> <p>A permanent exclusion is an 'adverse childhood experience' that should only be taken when all interventions have been exhausted.</p>	
Improved attendance of disadvantaged students, further closing the gap relative to other students in school.			
Desired Outcome	Chosen Approach	Impact	Lessons learned
	<p>Attendance Officer to work with PUPIL PREMIUM families/carers directly 60% cost of SKE post</p> <p>Contribution to additional EWO time focus PP families directly where attendance is a concern - 50% cost allocated</p>	<p>Nationally, pupils who are disadvantaged attend school significantly less than those that are non - disadvantaged.</p> <p>The work of the attendance team at OSWBA continues to be superb in ensuring pupils attend school on a regular basis.</p> <p>As a result of the work conducted by the attendance team, the attendance of disadvantaged pupils is above the national average and finished at 93.9% . This compares to a national average for disadvantaged pupils of 92.8%</p>	<p>There are still a number of pupils and areas in which the staff can make further gains so an additional member of staff will take a lead role in assisting attendance and punctuality each day.</p>