

Pupil premium strategy statement - Ormiston SWB Academy

School overview

Metric	Data
School name	Ormiston SWB Academy
Pupils in school	1144
Proportion of disadvantaged pupils	49%
Pupil premium allocation this academic year	£524,000 (approx.) 131 per quarter
Academic year or years covered by statement	7-11
Publish date	October 2019
Review date	September 2020
Statement authorised by	Rod Hughes - Principal
Pupil premium lead	Dan Mason – Vice Principal
Governor lead	Sue Watson

Disadvantaged pupil performance overview for last academic year – Class of 2019

Progress 8	-0.25
Ebacc entry	5%
Attainment 8	38.36
Percentage of Grade 5+ in English and maths	19.3%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged students amongst similar schools (At least -0.20 or better)	August 2020 August 2021
Attainment 8	Achieve National Average for attainment for all students (At least 38.4 or better)	August 2020 August 2021
Percentage of Grade 5+ in English and maths	Achieve G5+ EM scores for similar schools (At least 19.5% or better)	August 2020 August 2021
Other (Open pot)	Achieve top quartile for progress made by disadvantaged students amongst similar schools	August 2020 August 2021
Ebacc entry	Increase EBacc Entry numbers from 2019. Move closer to National Average EBacc Entry numbers. (An increase from 5%)	August 2020 August 2021

Teaching priorities for current academic year 2019-20

Measure	Activity
Improve outcomes for Y11 PP students in Core subjects (in particular English)	<ul style="list-style-type: none"> • Staff attendance at key conferences • PIXL membership for expert guidance • Residential intensive revision courses for HPA PP students • Residential intensive revision courses for English for PP students • Additional brought in tuition (English) • SLT staff as support staff for key Year 11 disadvantaged pupils in English and Maths • Revision resources and holiday school programme • Extended staff CPD programme after school (weekly)
Continue to build the expertise of the teaching staff so that they can further develop the progress and attainment of disadvantaged students.	<ul style="list-style-type: none"> • Lead Practitioner posts across the academy • Extended staff CPD programme after school (weekly)
Improve quality first teaching and develop 'Stretch and Challenge' in all lessons.	<ul style="list-style-type: none"> • Lead Practitioner posts across the academy • Extended staff CPD programme after school (weekly)
Improve quality first teaching across whole academy through an additional whole school focus on Oracy across subjects	Lead Practitioner posts across the academy extended staff CPD programme after school (weekly)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Disadvantaged students arrive from primary school with a legacy of underachievement. • The current Year 11 (2019-20) cohort has KS2 fine levels 27.4 for disadvantaged pupils and 28.8 for non-disadvantaged pupils.
Projected spending	215,000

Targeted academic support for current academic year 2019-20

Measure	Activity
Disadvantaged students (who are SEND) will diminish the gap compared to their non-disadvantaged peers, in terms of progress measure P8, and attainment measures BASICS.	<ul style="list-style-type: none"> • 2 new SENCO posts created to specialise within areas of SEND (SEMH/C and I) (C and L / P and S) • Contribution to salary of two primary experienced teachers (literacy and numeracy including Numeracy Co-ordination at KS3 for PP) • Extension of access arrangements and testing used to identify and support needs appropriately • Additional Educational Psychologist time purchased to increase guidance and support pupil needs • SALT partly funded to assist with increasing Speech and Language need • SLT in key English and maths groups as support staff for vulnerable and lower ability pupils • SEND provision mapping tool to identify and support improved practise in delivering quality first teaching for SEND pupils

Measure	Activity
Improved aspirations for PP students	<ul style="list-style-type: none"> • Increased careers guidance time and support given • Extension of IAG to pupils in KS3 • Residential support for pupils to attend trips/visits in the UK and abroad • Development of enrichment programme tracking participation of disadvantaged pupils • Support for disadvantaged pupils participating in the D of E award
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Of the 352 SEND pupils within the academy 51% are disadvantaged • Pupils starting at OSWBA in Year 7 (or who transfer at a later date) who do not have a package of support from an SEND point of view who are starting without the correct provision in place.
Projected spending	85,000

Wider strategies for current academic year 2019-20

Measure	Activity
Above national averages for attendance of disadvantaged pupils	<ul style="list-style-type: none"> • Attendance Officer to work with PP families/carers directly. Additional member of staff to support with vulnerable pupils, pupils with medical difficulties and those attending alternative settings. • Contribution to additional EWO time focus PP families directly where attendance is a concern. Threshold for PP pupils is higher than with non PP pupils so visits begin at 96% and below
Improved behaviour patterns and trends with pupils from disadvantaged backgrounds (reduced FTE, IE and REFLECT figures)	<ul style="list-style-type: none"> • Introduction of a new Vice Principal for Behaviour and Attitudes, with clearer systems in place and a focus upon maintaining standards but reducing exclusions, pupils who are sent to REFLECT and those placed in Internal Exclusion. • New behaviour tracking system to facilitate pro - active behaviour support and positive approach towards rewards • Contribution towards IE and REFLECT manager to reduce FTE • Resources for IE and REFLECT in line with current curriculum • Increased staffing with the Pastoral team (x2 behaviour mentors) to further support pupils needs and support interventions to address and improve pupils behaviour/s • Targetted interventions for PP pupils (but especially those with SEND) to be in place with reasonable adjustments made where necessary • 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. (AP manager in post) • Directors of year focus groups where 20 pupils in each year group are mentored by DOY with an academic, behavioural or attendance foci

Measure	Activity
Barriers to learning these priorities address	<ul style="list-style-type: none"> Pupils starting at OSWBA in Year 7 who do not have a package of support from an SEND point of view who are starting without the correct provision in place. 'Hard To Place' pupils who are placed at the Academy with limited information after being permanently excluded from other settings. (In October 2019, OSWBA had significantly more HTP pupils than the vast majority of other schools in the Wolverhampton Borough)
Introduction and development of the 'CORE' Curriculum	<ul style="list-style-type: none"> A whole schools weekly curriculum delivered to pupils covering a multitude of 'Personal Development' topics and activities to raise the 'Cultural Capital' of students, broaden horizons and offer pupils opportunities they may never experience (especially if disadvantaged)
Projected spending	230,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and calendared meeting times on Monday and Tuesday
Targeted support	Ensuring enough time for intervention staff to support small groups	Maths intervention teachers have capacity to lead small groups
Wider strategies	Engaging the families facing most challenges	Ensuring the Pastoral, Safeguarding and Outreach team are used effectively to create links and offer support to families facing most challenges

Review: last year's aims and outcomes

This can be found on the academy website, using last year's template