Pupil premium strategy statement Ormiston SWB Academy for 2020 – 2021

School overview

Metric	Data
School name	Ormiston SWB Academy
Pupils in school	1157
Proportion of disadvantaged pupils	47%
Pupil premium allocation this academic year	£536,000 (approx.) £134k per quarter
Academic year or years covered by statement	7-11
Publish date	November 2020
Review date	September 2021
Statement authorised by	Rod Hughes - Principal
Pupil premium lead	Dan Mason – Vice Principal
Governor lead	Sue Watson

Review: Disadvantaged pupil performance overview for 2019-20*

Progress 8	-0.15
Ebacc entry	5%
Attainment 8	39.79
Percentage of Grade 5+ in English and maths	16.7%

Evaluating the pupil premium's impact in the 2019 to 2020 academic year presents difficulties as a result of the reduced numbers of pupils having attended between March and July 2020. The Pupil Premium grant will continue to be monitored and reported on at the end of the financial year.

*Due to the COVID-19 Pandemic in the academic year 2019-20, schools in England provided 'Centre Assessed Grades'.

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 2021 August 2022
Attainment 8	Achieve National Average for attainment for all students (At least 38.4 or better)	August 2021 August 2022
Percentage of Grade 5+ in English and maths	Achieve G5+ EM scores for similar schools (At least 19.5% or better)	August 2021 August 2022
Other (Open pot)	Achieve top quartile for progress made by disadvantaged students amongst similar schools	August 2021 August 2022
Ebacc entry	Increase EBacc Entry numbers from 2019. Move closer to National Average EBacc Entry numbers. (An increase from 5%)	August 2021 August 2022

Teaching priorities for current academic year 2020-21

Measure	Activity
Improve outcomes for Y11 PP students in Core subjects (in particular English)	Staff attendance at key conferences (Likely to be virtual) PIXL membership for expert guidance Additional brought in tuition (English) 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.	Lead Practitioner posts across the academy extended staff CPD programme after school (weekly) Support for departments In Collaborative co-planning weekly sessions
Improve 'quality first teaching' and develop 'Stretch and Challenge' in all lessons.	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	Disadvantaged students arrive from primary school with a legacy of underachievement. The current Year 11 (2020-21) cohort has KS2 fine levels 4.3 for disadvantaged pupils and 4.6 for non-disadvantaged pupils.
Projected spending	**£220,000**

Targeted academic support for current academic year 2020-21

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.	Additional SENDCO Post 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 Extension of testing completed for Year 7 pupils to identify potential SEND pupils and assist with assessments opportunities lost through the non completion of SATS Additional staffing with Year 7 nurture group (heavily made up of SEND/Disadvantaged pupils) 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
Improved aspirations for PP students	Increased careers guidance time and support given Extension of IAG to pupils in KS3 Disadvantaged pupils prioritised for careers guidance sessions. Residential support for pupils to attend trips/visits in the UK and abroad – (if they occur later in the year) Development of enrichment programme tracking participation of disadvantaged pupils (if and when they begin) Support for disadvantaged pupils participating in the D of E award (if this is allowed to continue)
Barriers to learning these priorities address	Of the 306 SEND pupils within the academy 53% 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 a SEND point of view who are starting without the correct provision in place.
Projected spending	**£90,000**

Wider strategies for current academic year 2020-21

Measure	Activity
Above national averages for attendance of disadvantaged pupils	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)	Behaviour tracking system to facilitate pro - active behaviour support and positive approach towards rewards IE and REFLECT manager to reduce FTE. Additional staff redeployed due to the pandemic to support pupils with behavioural difficulties Resources for IE and REFLECT in line with current curriculum (x5 due to the different settings in each 'Bubble'). Increased staffing with the Pastoral team to further support pupils needs and support interventions to address and improve pupils behaviour/s Targeted interventions for PP pupils through the inclusion forum (a panel who meet each HT to discuss and identify pathways for disengaged pupils) 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) Academic intervention pathway (3 waves) looking to support a number of pupils (significant amount of disadvantaged pupils) upon return from lockdown and school time missed
Barriers to learning these priorities address	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 November 2020, OSWBA had significantly more HTP pupils than the vast majority of other schools in the Wolverhampton Borough)
Introduction and development of the 'CORE' Curriculum	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	**£225,000**

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