

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ormiston SWB Academy
Number of pupils in school	1052 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rod Hughes (Principal)
Pupil premium lead	Dan Mason (Vice Principal)
Governor / Trustee lead	Sue Watson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£522, 385
Recovery premium funding allocation this academic year	£82,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£604, 745

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with first class teaching and learning. Our ultimate goal is that no student is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

One of our core purposes is to provide a first class education. We know that the most important thing is getting the basics right. 'Creating the Conditions' to enable teachers to teach and students to learn must be our focus. Every child has the right to acquire knowledge, skills and understanding in every subject before they leave education. The actions within this priority area are about making sure all students across all Key Stages receive their full entitlement. We want to create greater consistency and alignment across the academy so that every

Our Pupil Premium Plan aims to address the main barriers our students face and through careful planning and targeted support and intervention, provide all with the access and opportunities to enjoy academic success.

All staff aim to diagnose any barriers to learning, putting in place strategies to ensure that these are addressed as soon as possible.

At Ormiston SWB Academy, we value manners, kindness and celebrate diversity. We believe through nurture and hard work that every child has the potential to succeed and be the best that they can be. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities.

One of the important factors in our theory of change is the positive difference that exceptional personal development makes. We aim to level the playing field by building cultural capital and character through high quality enrichment opportunities and the explicit teaching of personal development through our C.O.R.E. curriculum.

At SWB we believe academic success is really important, but we don't think it is everything. We want our young people to leave education feeling confident not only in knowledge, but also in personal skills and qualities.

Our C.O.R.E curriculum is intended to allow students to learn for life, equipping them with knowledge of the world, essential skills and a strong character. The C.O.R.E Curriculum is built around our 4 values of Character, Organisation, Resilience and Excellence.

### **The CORE curriculum is organised into these parts:**

1. C.O.R.E Futures Programme – Through Years 7 to 13, students will study and take part in an enrichment programme including visits, courses and activities alongside their timetabled lessons.
2. C.O.R.E Timetabled Lesson - Weekly 1-hour lessons in which students experience a comprehensive and progressive PSHE/Careers Programme.
3. Personal Tutor time – all students have a Personal Tutor who they meet daily during PT time.
4. Subject Links – when and where appropriate students develop their CORE within normal timetabled lessons.

Our students will be able to make informed choices in both their personal and work lives. Students will gain mental strength and be strong characters, which will enable them to lead secure successful futures, giving them a distinct advantage in life.

We support our pupils with a large pastoral team who are firm, but nurturing, prioritising traditional values of manners and respect in order to fulfil our CORE values of:

- Character
- Organisation
- Resilience
- Excellence

## Challenges

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

Challenge number	Detail of challenge
1	<p>We have a significantly higher proportion (95%) of pupils who are 'persistently disadvantaged' (meaning they have been FSM for 80% of their education).</p> <p>Pupils who fit this criteria statistically make an average of 22.7 months less progress than non disadvantaged students, compared to 18.1 months for those who are not persistently disadvantaged</p> <p><a href="#">Education-Policy-Institute-Poster-2020-Digital.pdf</a></p>
2	<p>Disadvantaged pupils often arrive with lower patterns of attendance compared to their non-disadvantaged peers.</p>
3	<p>Disadvantaged students arrive from primary with a legacy of underachievement.</p> <p><a href="#">New study highlights the importance of reading to the whole school curriculum - GL Assessment (gl-assessment.co.uk)</a></p>
4	<p>High levels of Social, Emotional, and Mental Health problems (regardless of the impact of Covid-19). Additionally, we have a significantly higher proportion of pupils with SEN/D within the Academy.</p> <p><a href="#">Infographic: EPI Annual Report 2020 – Key findings - Education Policy Institute</a></p>
5	<p>Pupils lacking cultural capital and low aspirations for future destinations.</p> <p>Many pupils have not had the cultural capital experiences within their life thus far, so often lack confidence and aspiration to succeed.</p>

## 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
<ul style="list-style-type: none"> <li>Ensure 'quality first teaching' for all students, irrelevant of background is achieved</li> </ul>	<ul style="list-style-type: none"> <li>Quality Assurance data from learning walks and monitoring indicate that provision is strong across all curriculum areas</li> <li>Effective use of Provision mapping (which is QA'd by the SENDCO for Teaching and Learning) to ensure that needs are met of the most vulnerable is evident in teachers planning</li> <li>Good progress is evident in books and progress data that the progression model curriculum is being followed and enacted effectively</li> </ul>
<ul style="list-style-type: none"> <li>To increase the reading level for all children, so disadvantaged children reduce the gap between that of them and their non disadvantaged peers.</li> </ul>	<ul style="list-style-type: none"> <li>85% of KS3 read at, or above, chronological reading age</li> <li>4+/5+ BASICs gap to continue to narrow</li> <li>P8 gap to continue to narrow with our disadvantaged students</li> <li>Standardised reading scores are in line, or above, national averages.</li> </ul>
<ul style="list-style-type: none"> <li>Meet the needs of disadvantaged SEND students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will plan more effectively, through the use of Provision Mapping. Ensuring that all pupils with SEND have their learning needs met within the classroom</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that disadvantaged pupils are not suspended to a level higher than their non disadvantaged peers.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance inclusion support, to further reduce pupil suspension figures. Reducing the gap between that of disadvantaged pupils and non disadvantaged pupils nationally.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that disadvantaged pupils attend school to a higher level than those at a national level</li> </ul>	<ul style="list-style-type: none"> <li>For pupil attendance figures to be higher than national levels reducing the gap between that of disadvantaged pupils and non disadvantaged pupils nationally</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that through the academy CORE programme (and other enrichment opportunities) no pupils are limited in the opportunities they receive (irrelevant of background, behaviour, SEND etc)</li> </ul>

## 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: £ 400,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce class sizes in English, Maths and Science to impact on progress and attainment outcomes in the core	EEF 'Teaching and Learning Toolkit' 2018 suggests reducing class size adds +3 months progress.	1, 3 and 4
<p>Targeted use of Lead Practitioners</p> <p>Quality First Teaching (QFT) is bought about by ensuring that the most qualified and specialist staff are in front of disadvantaged pupils.</p> <p>SWB employs 4 Lead Practitioners who all have whole school roles based upon developing teaching and learning (such as CPD lead, Literacy lead, etc) as well as taking a prominent role within their faculties in developing T and L through co-planning and QA.</p>	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 3 and 4
Provide bespoke CPD programme for Early Career Teachers based on needs identified throughout the academic year	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 3 and 4
Continue the programme of curriculum development which provides for a three year KS3 curriculum which has breadth, depth and a balance of knowledge/skills and a wide range of appropriate pedagogy	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 3, 4 and 5
<p>Continuing Professional development</p> <p>Through our Lead Practitioners (and other highly skilled staff) we deliver evidenced based research for staff to ensure QFT occurs. Some areas in which the academy is developing are:</p> <ul style="list-style-type: none"> <li>- Oracy (EEF oral language suggests +4 months progress can occur)</li> <li>- Cognitive Load</li> </ul>	<p>Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Learning routines (numerous research from experts such as Tom Bennett regarding the essential use of such practice)</p>	1, 3 and 4

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

Budgeted cost: £115,000 (DOY TLR's x 4, academic coaches £82,000, Lexonik Reading £4000, Read Aloud £4000, KMa/HPe £8000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
GL Assessments and in house progress data in Yr7 to track student progress, identify gaps in learning and inform targeted intervention	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy	1, 3 and 4
Academic Intervention Directors of Year ensure that homework provision is in place for pupils (with priority given to disadvantaged students) to ensure they maximise their learning (the	EEF suggests that homework can have +5 months progress to a child's development	1, 3 and 4
Targeted use of Academic Coaches	EEF 'Improving Literacy Guidance Report' (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. EEF 'Teaching and Learning Toolkit' 2018 suggests +3 months progress for individualised instruction, +4 months progress for small group tuition and +6 months progress for reading comprehension strategies.	1, 3 and 4
Reading and Literacy Coordinators	"Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others." The Reading Agency, 2015 EEF 'Teaching and Learning Toolkit' 2018 suggests +6 months progress for reading comprehension strategies.	1, 3, 4 and 5
Lexonik Reading intervention Lexonik Leap (Lexonik Leap effectively resolves phonics gaps for learners who find literacy particularly challenging; rapidly progressing reading, spelling and oracy)	"Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others." The Reading Agency, 2015 EEF 'Teaching and Learning Toolkit' 2018 suggests +6 months progress for reading comprehension strategies. <a href="#">What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf (helenarkell.org.uk)</a> <a href="#">Lexonik Leap   Literacy at the speed of sound   Literacy programme   schools, adult training providers, parents   A Sound Training product  </a>	1, 3, 4 and 5
Read Aloud & MyOn Library Programme reading programme	"Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others." The Reading Agency, 2015 EEF 'Teaching and Learning Toolkit' 2018 suggests +6 months progress for reading comprehension strategies.	1, 3, 4 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide tutoring to identified students - approx. 230 students for 15 hours across the spring and summer terms	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 3 and 4
Reintroduce the Breakfast and Homework Club (paused during time of Covid restrictions) to support homework and development of independent learning	EEF 'Teaching and Learning Toolkit' 2018 suggests +5 months for homework in a secondary setting.	1, 2 and 3
Provide books and revision guides for students as part of Yr11 independent learning strategy	To facilitate independent study and engage parental support.  EEF 'Teaching and Learning Toolkit' 2018 suggests +7 months progress for metacognition and self-regulation.	1, 2, 3 and 5

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

Budgeted cost: £ £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of targetted interventions through (mentors/counsellor) to help improve students' SEMH	EEF 'Teaching and Learning Toolkit' 2018 suggests +4 months progress for social and emotional learning.	1, 2, 3, 4 and 5
Deliver a Mental Health Recovery Curriculum programme through the CORE programme to deal with effects of Covid-19 lockdowns/restrictions	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	2, 4
On site 'Alternative Provision' Develop an in-house Alternative Provision for to improve outcomes, attendance and engagement of identified students	Previously the academy has not had the provision to meet the needs of some of our pupils so has had to use external Alternative Provision at a significant cost and disadvantage to many pupils. Having our own facility safeguards our pupils more, ensures the pupils follow a similar curriculum path and improves relationships between the academy and families who are enduring difficulties with their education. It also ensures that pupils who create low level disruption do not disadvantage others pupils continually, enabling teachers to deliver high quality lessons.	2
Improve home school liaison and relationships by helping to remove potential barriers to attendance e.g. uniform, equipment and food poverty	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> <li>•The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4;</li> <li>•Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above at KS2, than students that missed 10-15% of all sessions;</li> <li>•Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons.</li> </ul> By attending more regularly, pupils are much more likely to succeed academically and socially and also be safeguarded from other external factors of not being in education.	2,4
CORE days support	EEF 'Teaching and Learning Toolkit' 2018 suggests +4 months progress for outdoor adventure learning.  Our CORE Curriculum is fundamental part of the SWB journey and at the heart of all that we do at OSWBA. Our Core days enable our pupils to experience 'Cultural Capital' opportunities and experiences they have often never had or likely be involved in. By providing support for this initiative, no pupil is ever deprived of being involved in visits to an array of venues whether this be, capital cities, coastal towns, art galleries, museums or the use of public transport	4, 5

**Total budgeted cost: £ 605, 000**



## **Part B: Review of outcomes in the previous academic year**

[Please see fully R.A.G. rated review of outcomes document on the website](#)