

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Year 7-11 1082
Proportion (%) of pupil premium eligible pupils	(441 PP in Year 8-11 121 FSM Year 7 (Awaiting data) Total 562 (53%) Take from above figure
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dan Mason
Pupil premium lead	Lavkesh Lal
Governor / Trustee lead	Sue Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£547,660
Recovery premium funding allocation this academic year	£39,261

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£586,921

Part A: Pupil premium strategy plan

Statement of intent

Ormiston SWB Academy has 53% of its pupils (Years 7- 11) who are in receipt of the Pupil Premium Grant, known as 'Disadvantaged pupils'. Further to this, 95% of the students who are disadvantaged are deemed to be 'persistently disadvantaged', meaning that they have been eligible for this funding for 80% of their educational life.

At Ormiston SWB Academy our ultimate objective is to provide a 'first class education', offering an experience that enhances pupils' 'cultural capital' and works towards eliminating the attainment gap between disadvantaged and non-disadvantaged pupils nationally.

Our key principle will always be to improve the quality of teaching and learning for all students, through a spiral curriculum that is designed to help learners regularly revisit essential skills and knowledge helping them recall key concepts more easily. Our learning journey incorporates synoptic style assessments which encourage our learners to review taught concepts so that they are better prepared for terminal examinations. The Academy ensures that regular recording of data is recorded centrally on 'Live Mark books' which highlight areas of concern in individual subject knowledge allowing for accurate data driven instruction and focussed intervention. Our aim is to help learners 'and embed skills and knowledge into their long-term memory so that they 'remember more', as all evidence shows that this has the biggest impact on the most disadvantaged students.

All staff aim to diagnose barriers to learning, putting in place strategies to ensure that these are addressed as soon as possible. These barriers may be subject specific, or more wider barriers such as low attendance or poor behaviour.

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

Recovery Premium

What is our intent from this funding?

This funding has been used to support students in EBacc subjects. Historical data at KS4 shows particular underperformance in Science and in both English Literature and Language. Science in particular was affected by COVID 19 and home learning. The practical elements of Science could not be delivered to the same effect, with difficult concepts delivered online hindering the exploration of the subject. A dedicated after school Science Club will also help promote a love of the subject through weekly projects and activities aimed at engaging learners from disadvantaged backgrounds. Funds will also be used to ensure that the extra demand on Science consumables is met allowing the curriculum to incorporate a greater amount of practical learning which was missed through bubble learning in lower years. Research by the Sutton

trust recommends use of Pupil Premium budgets in the improving recruitment and retention of qualified specialists for schools in areas of high deprivation where disadvantaged learners are more likely to be taught by teachers who have lower qualifications in the subject. Part of the recovery premium will be used to facilitate the department in training the Academic Coach in Science to become a qualified Science teacher through the Teach First route and reducing non-specialist teaching involvement in delivering the curriculum at key stage 3.

A Teaching Assistant has also been employed to work with the Humanities Faculty to ensure classes with high levels of disadvantaged SEND students have access to extra support. The Teaching Assistant will work across History and Geography and support the department in after school catch up and intervention sessions. They will use reading age data and data capture to identify key groups where extra support is needed to help learners access the curriculum

A more focussed strategy on the outcomes for disadvantaged learners undertaking vocational subjects has also been planned into the teaching and intervention of curriculums. This comes after 2021/22 data was analysed and found that the gap between disadvantaged learners and non-disadvantaged learners both within the Academy and nationally had increased. Part of the funding will be used for staffing of intervention classes for subjects such as textiles, Design Technology and Hospitality to ensure gaps in practical knowledge caused by bubble group teaching in non-specialist rooms throughout the pandemic are addressed. Recent research led by the Education Recovery Institute sited vocational qualifications as a means of adding social and cultural capital to learning and improving the chances of social mobility for children from disadvantaged backgrounds. Success in these areas at GCSE and Level 2 qualifications is a key driver in learners accessing a route to higher education and breaking the cycle.

What are the challenges our academy faces from covid?

- Attendance
- Literacy levels
- Gaps in subject knowledge and skills to embed and retrieve concepts.
- Social, Emotional and Mental Health concerns post pandemic

What are our intended outcomes?

- Learners from disadvantaged backgrounds to improve their outcomes in EBACC and identified Pot C vocational subjects
- Attendance figures of disadvantaged learners to be better than that of disadvantaged learners nationally.

What do we intend to do in terms of targeted academic support?

Ensure Quality First teaching for learners and use Academic Coaches to support the delivery of the planned curriculum, using data driven instruction to respond to the needs of students in lessons.

Use reading ages as a tool for identifying learners requiring extra support as part of the 'Read Aloud Programme' and ensure literacy is used as the vehicle for delivering the curriculum in all subjects. Learners in the bottom 20% of reading ages will be given further support through the 'Lexonic' programme which is designed to accelerate literacy levels so that learners have a greater chance of accessing the curriculum.

Improve communication with families for the most disadvantaged learners and identify learners who would benefit from planned after school homework and intervention clubs.

To train 20 identified staff to become Mental Health First Aid staff to help disadvantaged learners cope with the aftereffects of the pandemic.

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). Pupils who fit these 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>Education-Policy-Institute-Poster-2020-Digital.pdf</p>
2	<p>Disadvantaged pupils attend school lower than non – disadvantaged pupils. As a result of this, disadvantaged pupils are missing key information that hinders their chances of fulfilling their potential and widening the gap between themselves and those deemed non disadvantaged nationally.</p> <p>https://www.sec-ed.co.uk/best-practice/improving-attendance-for-pupil-premium-students-school-vulnerable-white-paper/</p>
3	<p>Disadvantaged pupils arrive from Key Stage 2 with significantly lower than expected levels in terms of reading (and other core areas). There is numerous research that states that this will have a negative effect upon GCSE achievement</p> <p>New study highlights the importance of reading to the whole school curriculum - GL Assessment (gl-assessment.co.uk)</p>
4	<p>We have a significantly higher proportion of pupils with SEN/D within the Academy. Pupils with the most severe special educational needs are up to 40 months behind their peers when completing their GCSE’s</p> <p>Infographic: EPI Annual Report 2020 – Key findings - Education Policy Institute</p>
5	<p>Many pupils have not had the cultural capital experiences within their life thus far, so often lack confidence and aspiration to succeed.</p>
6	<p>Research suggests that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>

Intended outcomes for 2022/23

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"> Ensure 'quality first teaching' for all students, irrelevant of background is achieved 	<p>Ensure all teaching staff are monitored and QA'd through daily lesson drop ins and weekly meetings. Where weaker performance is identified, support is put in place for staff from experienced Lead Practitioners through instructional coaching to ensure that areas in need of development are addressed and classroom practice is improved.</p> <p>Regular curriculum reviews ensure learners are receiving a first-class curriculum which is catered to the needs of its learners and ensures it is accessible and challenging enough for all regardless of their starting point.</p> <p>All staff use Provision mapping (which is QA'd by the SENDCO for Teaching and Learning) to ensure that needs are met of the most vulnerable and successful approaches are shared with staff.</p>
<ul style="list-style-type: none"> To increase the reading level for all children so disadvantaged children make accelerated progress 	<p>Disadvantaged learners will close the gap between their initial reading age and their chronological age</p>
<ul style="list-style-type: none"> Meet the needs of disadvantaged SEND students 	<p>Through the use of Provision mapping to ensure that all disadvantaged pupils with SEND have their learning needs met within the classroom.</p>
<ul style="list-style-type: none"> To ensure that disadvantaged pupils are not suspended to a level higher than their non-disadvantaged peers. 	<p>For disadvantaged pupil suspension figures to be at the same level or lower than disadvantaged learners nationally</p>
<ul style="list-style-type: none"> To ensure that disadvantaged pupils attend school to a higher level than those at a national level 	<p>For pupil attendance figures are at the same level as those of disadvantaged learners nationally</p>
<ul style="list-style-type: none"> To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities 	<p>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)</p>

<ul style="list-style-type: none"> To improve outcomes for disadvantaged students in EBacc subjects 	Improve upon 2021/22 figures of -0.78 with particular focus on disadvantaged HPA data of -1.07
<ul style="list-style-type: none"> To improve outcomes for disadvantaged learners in vocational and Pot C subjects 	Disadvantaged learners on average to achieve their minimum expected grades and thus be in line with their non-disadvantaged peers for those subjects nationally.

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 what is being delivered in Classroom is at least good

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assistant Principal</i>	SWB has an Assistant Principal who oversees disadvantaged pupils, ensuring that the Pupil Premium strategy is delivered by all staff across the academy.	562 pupils
<i>Lead Practitioners</i>	<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 7 Lead Practitioners who all have whole school roles based upon developing teaching and learning such as CPD lead, Literacy lead, Routines for learning, curriculum and assessment. They will also take a prominent role within their faculties in developing T and L through co planning and QA.</p>	562 pupils
<i>Continuing Professional development</i>	<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"> - Oracy (EEF oral language suggests +4 months progress can occur) - Cognitive Load 	562 pupils

	<ul style="list-style-type: none"> - Learning routines (numerous research from experts such as Tom Bennett regarding the essential use of such practice) - Staff are also using The National Coaching website and We are Beta to identify key areas of development which they can use to further develop their practice and improve the delivery of the curriculum and matters which surround the learner. 	
<i>Overstaffing in Maths, English</i>	We overstaff in these key areas to ensure that groups can be smaller and ensure there is the opportunity for the most disadvantaged students to receive high quality teachers.	562 pupils
<i>Pastoral Care and Support</i>	<p>Due to the high deprivation levels within the local community, pastoral support is imperative in ensuring that we can meet the extensive needs of the community</p> <p>Pastoral leads will work with families and individuals to help embed routines such as attendance, punctuality and being organisation with factors such as uniform and meeting deadlines through weekly homework clubs.</p> <p>Pastoral leaders will ensure all learners from disadvantaged backgrounds do not miss out opportunities which build character and aspiration by coordinating CORE days designed to enrich learning and deliver cultural capital</p>	562 pupils

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

Budgeted cost: **£98, 000**: (DOY TLR's x4, academic coaches **£82, 000**, Lexonik reading **£4000**, Star Reading **£4000**, Literacy Lead Practitioner **£8000**)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Coaches</i>	Two Academic coaches have been employed to help give focussed help with learners in English whose key role is to help improve literacy levels	Approximately 150
<i>Academic Intervention</i>	<p>Directors of year solely look after the academic achievement of their year groups. They monitor and intervene with pupils who are not fulfilling their potential, with which a significant proportion of pupils are from disadvantaged backgrounds.</p> <p>In addition to this, 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)</p> <p>A homework referral system will help identify disadvantaged learners in danger of falling behind. Directors of Year will use this to put in timely intervention which will not count as a sanction. This sits in line with evidence and research conducted by EEF which suggests that homework should not be used as a punishment or penalty for poor performance. The strategy will allow learners, especially from disadvantaged backgrounds, to embed routines and independent time management which will help them to succeed. Further research by EEF suggests improving the level of independence for disadvantaged learners builds their self-efficacy and self-worth building more aspirational learners</p> <p>In addition, we run a holiday and Saturday school for Year 11 pupils in the lead up to their examinations, to ensure that pupil achievement can be maximised and disadvantaged students have the opportunities to receive additional support.</p> <p>Year 11 learners will also benefit from an additional period 6 run by subject staff in Spring Term 2. Attendance of identified disadvantaged learners will be monitored and encouraged to attend through regular communication with parents and carers. Research by</p>	200 students

	<p>the EEF states that learners from disadvantaged backgrounds are less likely to have a suitable place to study at home, less likely to have IT and internet accessibility or resources to help facilitate study.</p>	
<p><i>Reading and Literacy Coordinators</i></p>	<p>We have a designated lead for literacy and reading as well as two Academic coaches, who work collaboratively to ensure that all pupils (priority given to disadvantaged students) develop essential literacy skills to be able to access the curriculum.</p> <p>Disadvantaged learners will be encouraged to attend Literacy breakfast clubs on Wednesday and Thursday mornings.</p> <p>Evidence from EEF suggests at least a 6 month increase in literacy levels in schools which have a planned literacy strategy focussing on developing skills in decoding comprehensions. Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>562</p>
<p><i>Lexonik Reading intervention</i></p>	<p>Lexonik is an evidenced based programme based on research in phonology, literacy and dyslexia, our 'literacy at the speed of sound' programmes are unique, giving teachers and students the skills to make dramatic improvements in reading, spelling and vocabulary.</p> <p>We have trained specialists who can deliver the following programmes:</p> <p>Lexonik Leap <i>(Lexonik Leap effectively resolves phonics gaps for learners who find literacy particularly challenging; rapidly progressing reading, spelling and oracy)</i> <i>There is evidence that suggests 27 months reading age progress can be made in just 6 hours</i></p> <p>What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf helenarkell.org.uk</p> <p>Lexonik Leap Literacy at the speed of sound Literacy programme schools, adult training providers, parents A Sound Training product</p>	<p>Approx 216</p>

<p><i>Read Aloud and Star Reading programme</i></p>	<p>Reading daily for 15 minutes will have a significant impact on student's ability to access the curriculum in all subjects. Following this programme ensures pupil motivation to read increases, building imagination and the ability to concentrate when being read to.</p> <p>The strategy will also empower learners to become more independent and take greater ownership of their learning both inside and outside of the classroom</p> <p>The Academy will use The Star Reading Programme which will ensure learners have access to books which are suited to their reading level and track progress.</p>	<p>562 pupils</p>
---	---	-------------------

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

Budgeted cost: **£88,921**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure that the behaviour of all pupils does not impact upon pupil achievement</i></p>	<p>Having a large pastoral team enables many pupils and their needs to be met and low-level disruption addressed swiftly to ensure minimal disruption.</p> <p>Where continuing difficulties occur, the pastoral staff refer to the 'Inclusion Forum' where a team of specialists meet and discuss a bespoke strategy for individual pupils.</p> <p>We use numerous behavioural interventions which the EEF suggests can add +4 months to pupils 'progress</p>	<p>562</p>
<p><i>On site 'Alternative Provision'</i></p>	<p>Previously the academy has not had the provision to meet the needs 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</p>	<p>Approximately 100 pupils per year</p>

	<p>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 other pupils continually, enabling teachers to deliver high quality lessons.</p> <p>AP1 supports students at risk of suspension/permanent exclusion to complete a diet of the intended curriculum and social and emotional intervention away from others with the intention to return to the main building within 6 weeks.</p> <p>AP2 is an area which supports disengaged Year 11 students and those in the process of re integrating back into the main building. Again, this is staffed by specialists including the Lead Practitioner for outcomes in year 11, the associate Lead Practitioner for Alternative Provision and the Lead Practitioner for routines for learning.</p>	
<i>Attendance team</i>	<p>Having specific attendance staff who are accountable for the most vulnerable learners ensures that pupils attend school more regularly. Disadvantaged pupils are targeted at an earlier stage than non disadvantaged due to the statistics suggesting that Disadvantaged pupils attend school less frequently than non-disadvantaged students.</p> <p>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.</p>	562
<i>Mentoring</i>	<p>We have behaviour and wellbeing mentors who support our pupils who re enduring difficulties within the academy. These may be with their behaviour or their mental health/wellbeing. Although the EEF suggests that mentoring, has little impact, our staff have developed immense relationships with the students they work with, ensuring that they continue to attend and thrive in school.</p>	Approx 100

<p><i>Behaviour analysis tools</i></p>	<p>The school, uses Class Charts as a whole school tool to monitor behaviour. By having such live data, pastoral staff and subject leaders can monitor and intervene vulnerable pupils (and groups) and supporting quality first teaching (by using tools and strategies such as that on provision mapping to support pupils)</p> <p>Intel events are set up for Directors of year alerting them of emerging patterns regarding homework allowing learners (especially those from disadvantaged back grounds) to be easily identified and referred to homework club.</p> <p>The EEF suggest that learners from disadvantaged backgrounds are less likely to have access to IT a suitable place to study in their home or support from families who traditionally have low literacy levels.</p>	<p>562</p>
<p><i>Support for financial hardship</i></p> <p><i>Linked to safeguarding</i></p>	<p>Many pupils within our community have financial difficulties in purchasing the necessary equipment for school, whether this be uniform, resources, PE kit, etc. We ensure that this should not be a barrier to any child and have a heavily stocked uniform store to support pupils who need uniform/equipment or require short terms loans.</p> <p>The uniform room has strategically been placed in the safeguarding office so that the safeguarding team can monitor emerging patterns in pupil uniform standards.</p>	<p>562</p>
<p><i>CORE days support</i></p>	<p>Our CORE Curriculum is pivotal 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 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</p>	

Total budgeted cost: £ 586,921

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria
<ul style="list-style-type: none"> Ensure 'quality first teaching' for all students, irrelevant of background is achieved 	<p>Impact</p> <p>Significant proportion of staff are on pathway A and B, with a minimal amount of staff on pathway C (who are being supported and making adequate progress).</p> <p>Curriculum reviews and external verification (including Ofsted Nov 21) suggest string practice of T and L within the academy</p> <p>OSWBA's P8 from 2021/22 is above national for similar disadvantaged learners.</p> <p>OSWBA P8 2021/22 -0.53 National disP8 2021/22 -0.58</p>
<ul style="list-style-type: none"> To increase the reading level for all children, so disadvantaged children reduce the gap between their reading age and their chronological age. 	<p>Impact</p> <p>All learners took part in reading tests at the start and at the end of the academic year using the Star Reading programme.</p> <p>Analysis of data found that on average:</p> <p>Year 7 reading ages improved by 7 months</p> <p>Year 8: Made 4 months progress between tests</p> <p>Year 9: Made progress of 1 year and 5 months from initial test</p> <p>Year 10: Made progress of 1 year and 4 months from initial test</p> <p>Although progress was made by the majority of the learners to improve their reading age, there is still work to be done to ensure all learners make accelerated progress and are in line with their chronological reading age.</p>

<ul style="list-style-type: none"> Meet the needs of disadvantaged SEND students 	<p>Impact</p> <p>All staff follow the provision mapping process, and this is QA'd by JKi – SENDco – she also QA's this as part of her role in the T and L team through L walks</p> <p>SEND GCSE results significantly improved in 2022 from -0.7 in 2019 to -0.02 in 2022 where 52% of the cohort was identified as Pupil Premium</p>
<ul style="list-style-type: none"> To ensure that disadvantaged pupils are not suspended to a level higher than their non disadvantaged peers 	<p>Impact</p> <p>Although the OSWBA rate of exclusion/suspension is below the national rate of exclusion/suspension (18.6 compared to 20.6 respectively), there was a slight increase in the rate from the previous year (17 to 18.6).</p> <p>Further work is needed to ensure that the rate of exclusion/suspension is not considerably higher than the non-disadvantaged cohort a) within the Academy (rate of 11%) and b) nationally (rate of 8.5%)</p>
<ul style="list-style-type: none"> To ensure that disadvantaged pupils attend school to a higher level than disadvantaged learners nationally. 	<p>The average attendance for disadvantaged learners at the Academy was 86.0% compared to 91.0% for non-disadvantaged</p> <p>The national attendance rate for all learners was 93.9%</p> <p>Further work needs to be done with both learners and families to ensure disadvantaged learners attend school in line with their non-disadvantaged peers so that attendance mirrors national data</p>
<ul style="list-style-type: none"> To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities 	<p>Impact</p> <p>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)</p> <p>Data from the Core day attendance show that on average 77.8% of PP learners attended school on Core days, of which 100% took part in events which allowed them to take part in some level of cultural</p>

	capital which varied from trips to the beach to museum tours and careers events.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider