

Pupil premium strategy statement – Ormiston South Wolverhampton and Bilston Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Ormiston SWB Academy
Number of pupils in school	1080 Yr 7 – 11
Proportion (%) of pupil premium eligible pupils	Year 7: 122/231 FSM (52.8%) Year 8: 125/230 (54%) Year 9: 95/197 (48.2%) Year 10: 98/197 (49.7%) Year 11: 119/225 52.7%) Total: 51.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£589,950
Recovery premium funding allocation this academic year	£160,356
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£778,136</p>

Part A: Pupil premium strategy plan

Statement of intent

Ormiston SWB Academy has 51.8% of its pupils (Years 7- 11) who are in receipt of the Pupil Premium Grant, known as 'Disadvantaged pupils'. Further to this, 99.7% of the students who are eligible for Free School meals are categorised as '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. To help all learners we have tailored the curriculum to be more explicit in its implementation allowing learners to make connections between what they are learning and what they will be assessed on. The introduction of a Conscious Curriculum approach to teaching where departments make explicit links between different subjects will help to develop cross curricular knowledge and strengthen schema.

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 '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 identify barriers to learning, putting in place strategies to ensure that these are addressed as soon as possible. These barriers may be subject specific, or wider such as low attendance, poor behaviour, literacy barriers or low aspirations.

We support our pupils with a large pastoral team who are firm, but nurturing, prioritising traditional values of manners and respect 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 underperformance both English Literature and Language as well as in French and History.

Practical subjects in particular were affected by COVID 19 and home learning. The practical elements of Engineering and Design Technology could not be delivered to the same effect, with difficult concepts delivered online hindering the exploration of the subject and the building of practical competencies needed to secure success as the cohort moved into Key Stage 4. A dedicated after school STEM club will also help promote a love of the subject through half termly projects and activities aimed at engaging learners from disadvantaged backgrounds. Funds will also be used to ensure that the extra demand on Technology subject 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 Early Career Teachers to meet professional standards and ensure that they are confident in delivering the new Engineering and Design specifications which have been identified as more suitable. Part of the funding will be used for staffing of intervention classes for subjects such as Engineering, 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 of low aspirations.

Recovery funding will also be used to enhance the delivery of Modern Foreign Languages to raise aspirations through a strategic recruitment approach which introduces the teaching of Spanish as the chosen language at Key Stage 3 and then through to Key Stage 4. The funding will be used to ensure specialist Spanish teachers are employed to enhance the learning experience of all learners and stretch disadvantaged HPA learners in their mastery of Spanish. Spanish is the most taught language at Key Stage 2 in OSWBA' feeder schools and this will therefore help engagement and allow learners to build on prior knowledge.

The appointment of a Humanities based Associate Vice Principal overseeing Learning and Teaching will expertly help remove barriers in EBACC subjects where analysis shows continued gap between disadvantaged and non-disadvantaged learners. Barriers to literacy and quality of curriculum delivery have been highlighted in curriculum reviews and as such will be a key focus. The Humanities department will receive bespoke disciplinary literacy training to enhance learners' written responses to essay style questions which learners, especially those from disadvantaged backgrounds, have struggled to navigate.

Two new Teaching Assistants have also been employed to work across the Academy as a wider strategy to ensure all learners identified as SEND have the right support. This is a key strategy as 62.6% of all identified SEND learners are also from disadvantaged backgrounds and entitled to Free School Meals. Teaching Assistants will departments where they have been deployed to ensure staff are continually upskilled in their approach to scaffolding learning in line with helping staff to quality assure their provision maps.

Part of the funding will also be used to improve Enrichment opportunities available to learners. The recruitment of a non-teaching member of staff who is trained as a Duke of Edinburgh manager alongside a teaching Duke of Edinburgh leader will lead on the Bronze Award and offer opportunities for learners which otherwise they may never experience. Last year the Duke of Edinburgh Bronze Award was run successfully, where 63% of the participants were Pupil Premium. Part of the funding will be used to part pay for an External Activity Provider to help run the expedition and training while upskilling the new leaders.

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 with a key focus on English Language mastery.
- Attendance figures of disadvantaged learners to be better than that of disadvantaged learners nationally.
- Instil a culture of resilience through personal development.

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. The Academy will be utilising a new piece of software called Step Lab to ensure accurate monitoring of the quality of teaching is recorded and coaches continually develop their approach to refining and improving the delivery of an explicit curriculum.

A more strategic approach to collating reading ages of learners will be implemented to ensure accuracy of data collected which will be used in informing the delivery of course material. Evidence from the EEF sites literacy as a key barrier to learners accessing learning and impacts on their ability to build independent learning habits. 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.

The Academy will further improve communication with families for the most disadvantaged learners and identify learners who would benefit from planned after school homework and intervention clubs. Learners from disadvantaged backgrounds will have access to homework clubs where physical barriers such as computers, stationery and internet will be available for them to use. Research by EEF suggests that learners from disadvantaged backgrounds are less likely to have a quiet place to work, with fewer study resources and adults who themselves can guide and help with independent study. Class Charts will be utilised to focus particularly on non-submission of homework tasks from disadvantaged learners to ensure learners in need of homework club and resources are identified and intervention is quick and purposeful.

Disadvantaged learners are disproportionately impacted by low levels of literacy, the Academy will be using this wider strategy to improve literacy to ensure learners not only begin to master disciplinary literacy, but also use literacy as a tool for lifelong learning. A dedicated Literacy Leader, overseen by the Literacy Senior Leader will focus on ensuring all learners can access learning through the upskilling of staff and quality assurance of course material.

Data for the Year 11 class of 2024 has been used identify Pupil Premium learners currently predicted to fall below their minimum expected grades in terminal exams. Specific Pupil Premium learners have been identified for each department so that bespoke, subject specific strategies can be used to help raise achievement through quality first teaching which has a strategic focus on removing key barriers, such as, homework, low literacy, and low aspirations. Progress of identified learners will be subject to review following each data capture where necessary interventions will be put into action, evaluated and next steps for success planned. Afterschool intervention will also be used to ensure Pupil Premium learners in danger of disengagement and in need of extra support are targeted and encouraged to attend through greater communication with home.

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 (99.6%) of pupils who are 'persistently disadvantaged' (meaning they have been FSM for 80% of their education).</p> <p>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>Most able disadvantaged students – this group of students have underperformed compared to their non-disadvantaged counterparts. Barriers may include</p> <ul style="list-style-type: none"> • Poor study habits/ environments • Lower aspirations and motivation • Ability of guardians to support and guide adequately <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</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"> • 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</p>

	<p>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 improve the reading level for all children so disadvantaged children make accelerated progress. 	Disadvantaged learners will close the gap between their initial reading age and their chronological age.
<ul style="list-style-type: none"> Meet the needs of disadvantaged SEND students. 	Through the use of Provision mapping to ensure that all disadvantaged pupils with SEND have their learning needs met within the classroom.
<ul style="list-style-type: none"> To ensure that disadvantaged pupils are not suspended to a level higher than their non-disadvantaged peers. 	For disadvantaged pupil suspension figures to be at the same level or lower than disadvantaged learners nationally.
<ul style="list-style-type: none"> To ensure that disadvantaged pupils attend school to a higher level than those at a national level 	For pupil attendance figures are at the same level as those of disadvantaged learners nationally
<ul style="list-style-type: none"> To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities 	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)
<ul style="list-style-type: none"> To improve outcomes for disadvantaged students in EBacc subjects 	Improve upon 2022/23 figures of -0.43 with particular focus on disadvantaged HPA data of -0.47
<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: £389,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Vice Principal and Vice Principal for Teaching and Learning	A strong presence at leadership level for overseeing and continually improving the quality of education ensures that all learners experience a first-class quality of education where removal of barriers for learners and bespoke CPD for staff is built into a robust and strategic series of curriculum cycles and Learning walks.	4, 1
<i>Assistant Principal</i>	SWB has an Assistant Principal who oversees disadvantaged pupils, ensuring that the Pupil Premium strategy is delivered to all staff and its impact monitored and evaluated.	4,1
<i>Lead Practitioners</i>	<p>Quality First Teaching (QFT) is bought about by ensuring that specialist staff are continually developed so as to improve the quality of education for all learners.</p> <p>SWB employs five Lead Practitioners who work towards upskilling staff and ensuring learning routines are firmly embedded. These include an LP for Numeracy, Assessment and Feedback, Curriculum, ECTs and Continuing Professional Development.</p> <p>The Learning and Teaching team along with Senior Leaders ensure the quality of Learning and Teaching meets the needs of all learners through focussed learning walks and timely curriculum reviews.</p>	4,1
<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 - Learning routines (numerous research from experts such as Tom 	4,1

	<p>Bennett regarding the essential use of such practice)</p> <p>Staff are also using 'The National College' 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.</p> <p>Step Ladder has also been purchased by the Academy to further enhance coaching by upskilling coaches and identifying key areas for development of those being coached as identified through learning walks and curriculum reviews.</p>	
Lead Teachers in Key areas	<p>Alongside the Learning and Teaching team, the Academy has appointed Lead teachers in key areas to ensure good practice reaches every learner. These include a specialist SENDCo, a lead teacher for whole school literacy, and a lead teacher to oversee Initial Teacher Training. The latter is a key driver in ensuring the recruitment of subject specialist staff.</p>	4,1
<i>Extra curriculum time in English</i>	<p>Barriers to literacy are key barrier to learning especially for learners from disadvantaged backgrounds. Extra curriculum time in Year 11 is dedicated to ensuring learners secure the basics and can apply taught knowledge. Securing a grade 4 or above in English Language, particularly for disadvantaged learners is a key step in ensuring social mobility and life long learning.</p>	2,3

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

Budgeted cost: £ 129,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Librarian	<p>The recruitment of a full time librarian ensures that learners from disadvantaged backgrounds have access to a plethora of reading materials.</p> <p>The librarian is key part of the Literacy team and helps to co-ordinate Read Aloud tests for all year groups twice per academic year. A well resourced and engaging library is a key approach to engaging learners with literature and encouraging imagination and aspiration. Research shows that disadvantaged learners on average attend secondary education. A full time librarian also ensures that there is greater access to resources at different times of the school day.</p> <p>Research carried out by GL Assessments show that FSM boys fall even further behind their non-FSM male cohort, with the gap growing from 10 percentage points at Year 7 (10% vs 20%) to 13 at Year 11 (40% vs 53%). This performance is even wider when compared to FSM girls – a 2-percentage point gap in Year 7 (12% girls vs 10% boys) widens to an 8-percentage point gap at Year 11 (48% girls vs 40% boys). A dedicated librarian can help stimulate a love for learning which would manifest in better outcomes for disadvantaged learners.</p> <p>New study highlights the importance of reading to the whole school curriculum - GL Assessment (gl-assessment.co.uk)</p>	3, 5,6
<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>	1,3,4,6

	<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.</p> <p>Research by 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 Co-ordinators</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>1, 3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
<i>Lexonik Reading intervention</i>	<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>	1,3
<i>Read Aloud Star Reading and Renaissance Reading programme</i>	<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>Introduction of the Personal Tutor time Read Aloud Program also allows staff to model fluency in</p>	1,3

	<p>reading and helps engage weaker readers with popular age appropriate literature.</p> <p>Year 11 learners have a more bespoke approach and have introduced to topical short stories and articles to help raise aspirations and improve their understanding of current and historical events.</p> <p>Star Reading allows the Academy to capture the reading ages of all learners at the academy and then measure progress. The reading levels help to inform in class strategies. Learners at Key Stage 3 are encouraged to use their Star Reading level to borrow appropriate literature from the library which is followed by a short online reading quiz to test how well the content has been understood.</p> <p>The introduction of Renaissance Reading Software will be used to gather more accurate data on the reading progress of learners. Accuracy of data will further help learners with mastery of English language by identifying key areas development through online reading resources</p>	
<i>Teaching assistant support to SEND PP</i>	<p>The Academy currently employs nine Teaching Assistants with the further recruitment of one more. 62.6% of the disadvantaged learners at the Academy are also SEND and this strategy of targeted support in removing barriers to learning.</p>	

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

Budgeted cost: £259,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure that the behaviour of all pupils does not impact upon pupil achievement</i>	<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</p>	1,2

	<p>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>Disadvantaged learners are more likely to disengage with learning as a result gaps in knowledge through persistent absence of access to the curriculum as a consequence of below expected literacy levels.</p>	
<p><i>On site 'Alternative Provision'</i></p>	<p>The academy has invested in our onsite Alternative Provision to meet the needs of our pupils so as to limit use of external Alternative Provision at a significantly lower cost. Statistically, disadvantaged learners are more likely to have a higher suspension rate compared to their non-disadvantaged counterparts. Having our own facility safeguards our pupils more, ensures that 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 subject specialists including the Lead Practitioner for outcomes in year 11, the associate Lead Practitioner for Alternative Provision. A dedicated team help remove barriers to learning and</p>	<p>2,4</p>

	ensure any loss of learning is minimised.	
<i>Mentoring</i>	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.	5
<i>Behaviour analysis tools</i>	<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 negative behaviours and emerging patterns regarding homework where referral to homework club is processed. Attendance and punctuality (especially learners from disadvantaged back grounds) tare more likely to be persistently absent, Class Charts helps to easily identify emerging patterns with necessary timely intervention put in.</p>	2, 3, 6
<i>Support for financial hardship</i> <i>Linked to safeguarding</i>	<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>	5
<i>CORE days support</i>	Our CORE Curriculum is pivotal and at the heart of all that we do at OSWBA.	5

	<p>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 of visits to an array of venues whether this be, capital cities, coastal towns, art galleries, museums, or even experience in the use of public transport.</p>	
<p><i>Educational Psychologist</i></p> <p><i>Specialist learning Support Teacher</i></p>	<ul style="list-style-type: none"> The Academy will use part of pupil premium funding to buy in external services as a wider strategy to help support learners. Research carried out by, Children's commissioner for England, November 2022 'Beyond the Labels' sites the pandemic as key trigger in the increase SEMH with young people and in particular for disadvantaged learners. Knowledge and skills gaps widened by the pandemic are sited as key reasons for inability to cope with academic stresses. 	2, 3, 5

Total budgeted cost: £ 778,136

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
<ul style="list-style-type: none"> Ensure 'quality first teaching' for all students, irrelevant of background is achieved 	<p>Evidence from external reviews within the Ormiston Academies Trust and internal quality assurance show approaches towards a quality first teach have started to become firmly embedded.</p> <p>Half termly curriculum reviews carried out by department leads have enabled the next steps to be mapped out with the explicitly of the curriculum for learners and stretch for the most able was highlighted.</p> <p>Provision mapping is now embedded to ensure learners of differing needs can access the curriculum.</p> <p>Live coaching and bespoke CPD of staff identified by curriculum reviews has been mapped out by the learning and teaching team with expert coaches impart strategies to further improve approach.</p>
<ul style="list-style-type: none"> To increase the reading level for all children so disadvantaged children make accelerated progress. 	<p>The average reading ages of learners at KS3 increases for learners at Key stage 3. Further work needs to be done to accelerate the progress of some of the learners.</p> <p>The introduction of Renaissance learning will aid in the more accurate accumulation of data though a more live analysis of reading habits and shorter quizzes.</p>
<ul style="list-style-type: none"> Meet the needs of disadvantaged SEND students. 	<p>Provision mapping has now started to become embedded into the daily practice of teachers to ensure a quality first teach.</p> <p>Provision maps are quality assured by the SEND team. Further work is needed to triangulate how well provision maps constructed by teaching staff are utilised and implemented within lessons.</p> <p>Further professional development has been mapped into the Academy's curriculum cycle to upskill staff on removing barriers</p>

	through expert coaching on stretch and scaffolding knowledge.
<ul style="list-style-type: none"> To ensure that disadvantaged pupils are not suspended to a level higher than their non-disadvantaged peers. 	The suspension rate for disadvantaged learners for the academic year 2022/23 was 8% This is lower than the national suspension rate for Secondary aged pupils (all pupils)
<ul style="list-style-type: none"> For pupil attendance figures are at the same level as those of disadvantaged learners nationally 	The attendance figures for disadvantaged learners for the academic year 2022/23 at OSWBA was 85.13% compared to 89.3% nationally for the same group. The key group impacting the data was the year 11 cohort with an attendance figure of 71.53%. Removal of this group gave an attendance percentage of 88.54%. Further work needs to be done to ensure that a greater focus on disadvantaged learners is given with key learners who exhibit persistent absence from the Academy
<ul style="list-style-type: none"> To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities 	All learners were given the opportunity to take part in cultural capital throughout the year. This involved identified period 6 intervention, Enrichment clubs and access to CORE days which were subsidised by the academy. Of the learners who attended the academy on the five separate CORE days 100% were given access to trips, visits and workshops to help broaden aspirations through strategic planning of cultural capital activities
<ul style="list-style-type: none"> To improve outcomes for disadvantaged students in EBacc subjects <i>Improve upon 2021/22 figures of -0.78 with particular focus on disadvantaged HPA data of -1.07</i> 	<p>The P8 for EBACC subjects was calculated at -0.55 which was increase from -0.78 in 2021/22. Further work still needs to be done in improving the EBACC data and part of this will focus on improving attendance for this group of learners.</p> <p>The p8 for HPA Disadvantaged learners also improved from -1.07 to -0.45 in the EBACC pot.</p>
<ul style="list-style-type: none"> To improve outcomes for disadvantaged learners in vocational and Pot C subjects 	The P8 for disadvantaged learners in the open pot was 0.00 meaning that disadvantaged learners are equal to learners nationally from the same starting point. Non disadvantaged pupils were slightly higher at 0.13 showing a closing of the gap in achievement when comparing these groups.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A