

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: 126/228 FSM (55.2%) Year 8: 114/226 (50.4%) Year 9: 122/224 (54.5%) Year 10: 91/191 (47.6%) Year 11: 98/199 (49.2%) Total: 51.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
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	£610,575
Recovery premium funding allocation this academic year	£0
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>£610,575</p>

Part A: Pupil premium strategy plan

Statement of intent

At OSWB we are committed to ensuring that all students, regardless of their background or socio-economic status, have access to high-quality education and opportunities to achieve their full potential. As part of this commitment, we closely monitor and support students eligible for the Pupil Premium funding, which is specifically allocated to support students who may face additional barriers to academic success.

Ormiston SWB Academy has 51.4% of its Years 7-11 students receiving the Pupil Premium Grant, designated as 'Disadvantaged pupils.' Additionally, the majority of students eligible for Free School Meals (90% at last OFSTED) are considered 'persistently disadvantaged,' meaning they have qualified for this support throughout 80% of their educational journey.

The demographics of our Pupil Premium cohort reflect a diverse group of students who benefit from tailored support aimed at addressing their individual academic, social, and emotional needs. This cohort includes students who meet various criteria for Pupil Premium eligibility, including those who:

1. **Are eligible for Free School Meals (FSM):** Many of our Pupil Premium students are eligible for FSM, reflecting economic challenges that may impact their access to educational resources and support outside of school.
2. **Have been eligible for Free School Meals at any point in the last six years (Ever 6 FSM):** This group includes students who may not currently receive FSM but whose families have faced economic hardship in recent years, qualifying them for continued support.
3. **Are looked-after children (LAC) or have been adopted from care:** These students may require additional support to address potential gaps in learning, as well as pastoral care to ensure their well-being and engagement in school.

In our most recent academic year, approximately 53.9% of our student body qualified for Pupil Premium funding, underscoring the importance of targeted interventions and support systems. Of this cohort 20% (87/850, Year 7 not counted due to lag in PP data) are considered 'persistently disadvantaged,' meaning they have qualified for this support throughout 80% of their educational journey.

Our Pupil Premium demographic data provides valuable insights into how we can tailor our programs, with a focus on improving outcomes across key areas such as literacy, numeracy, mental health support, and enrichment activities. Our approach is designed to ensure that all Pupil Premium students benefit from inclusive and equitable education, enabling them to thrive academically and personally through a dedicated pastoral offer

which combines firm guidance with nurturing care, emphasising traditional values of manners and respect to uphold our CORE values of:

- Character
- Organisation
- Resilience
- Excellence

Demography and Academy Context

The Academy primarily serves the area of Bilston and shows distinct demographic characteristics with socio-economic challenges that are relevant for evaluating educational needs and potential Pupil Premium support.

Socio-economically, the area experiences notable deprivation, with over 70% of local areas ranked in the top 20% most deprived in England. These challenges are particularly evident in the domains of Education, Skills and Training, and Income, where 40.6% of the area falls in the highest need bracket. Furthermore, Bilston has a relatively low employment rate of 63.4% and a high rate of adults without formal qualifications, which can impact household income and, consequently, the resources available for children's education. These demographics underscore the importance of Pupil Premium allocations to address educational gaps and support students from low-income backgrounds in the region.

The majority of students are from a white British heritage background. The local area is of greater than average socio-economic deprivation. (Deprivation index 0.38, NA 0.21). IDACI Index 5 (Public Health Indicators). The proportion whose first language is not English is low, with very few, but an increasing number are in the early stages of English acquisition.

Students arrive in the academy with standards well below the national average, (however entry APS scores are improving). KS2 assessments/tests on entry indicate that there are many students with weaknesses in literacy, processing and comprehension/understanding. Previously, attainment on entry has been SIG– for all groups

The academy recognises the challenges the students face in the Ward of Bilston East; however, these challenges do not limit the academy's expectations. (43% of children in the ward are in poverty, 46% of Year 6 classed as Obese, 24% of children in the ward have SEMH needs, Higher than National Average hospital admissions as a result of self-harm aged 10-24).

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

Ensure that all learners receive high-quality teaching, supported by Teaching Assistants to aid in delivering the planned curriculum. Data-driven instruction will be used in lessons to address students' specific needs. To enhance the monitoring and continual development of teaching quality, the Academy have expanded the use of new software called Step Lab, allowing coaches to refine and improve explicit curriculum delivery.

A more strategic approach will be adopted for gathering students' standardised reading ages, ensuring data accuracy to better inform course delivery and intervention. Evidence from the Education Endowment Foundation (EEF) highlights literacy as a significant barrier to learning, impacting students' capacity to develop independent study habits. Reading age data will identify students needing additional support through the 'Lexonik' programme, aimed at rapidly improving literacy to help them more effectively engage with the curriculum.

The Academy will strengthen communication with families of disadvantaged learners and identify students who would benefit from after-school homework and intervention clubs. Disadvantaged students will have access to homework clubs with essential resources, such as computers, stationery, and internet access. EEF research suggests that students from disadvantaged backgrounds often lack a quiet study space, study materials, and adult support for independent learning. The Academy uses Class Charts as the platform to monitor homework submission, particularly among disadvantaged students, to ensure quick, targeted intervention when needed.

Recognising that low literacy disproportionately affects disadvantaged learners, the Academy will use this broad strategy to enhance literacy, enabling students to develop subject-specific literacy skills and lifelong learning habits. A dedicated Literacy Lead Practitioner, supported by the Literacy Senior Leader, will work to ensure all students can access learning by enhancing staff expertise in embedding literacy into their curriculum areas.

For the Year 11 cohort of 2024, data has identified Pupil Premium students at risk of falling below their expected minimum grades in final exams. Progress will be reviewed after each data collection, with interventions put in place, evaluated, and followed by tailored next steps. After-school support will also target Pupil Premium students at risk of disengagement, with enhanced communication with families to encourage attendance and ongoing support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Proportion of PP: 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>Attendance: 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 thus 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>Literacy gaps exists when students enter year 7. The literacy gap significantly affects disadvantaged students who struggle to access higher levels of reading during GCSE exams.</p>
4	<p>Proportion of SEND: Significantly higher proportion of pupils with SEND 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>Cultural Capital: Many pupils have not had the cultural capital experiences within their life thus far, so often lack confidence and aspiration to succeed. This can cause the following possible barriers:</p> <ul style="list-style-type: none"> • Poor resilience • Poor motivation • Lack of confidence and self esteem
6	<p>Learning beyond the classroom: 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>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

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>To enhance provisions for Pupil Premium students, ensure that all teaching staff receive tailored support and relevant CPD through lesson observations and collaborative department planning.</p> <p>As an academy, we buy into 'Steplab'm which is a platform that enhances quality first teaching by giving feedback on performance and model practise on how to improve the quality of teaching.</p> <p>In addition, where performance gaps are identified, targeted support is provided by experienced Lead Practitioners through live coaching sessions, ensuring that areas for improvement are addressed, leading to stronger classroom practice.</p> <p>Regular curriculum reviews are conducted to guarantee that the curriculum is of the highest quality, meeting the diverse needs of learners and offering both accessibility and appropriate challenges for all students, regardless of their starting points.</p> <p>All staff utilise provision mapping, regularly quality assured by the SENDCO, to ensure the needs of the most vulnerable pupils, including Pupil Premium students, are effectively met. Successful strategies and approaches are shared across the team to drive continuous improvement.</p>
<ul style="list-style-type: none"> To improve the reading skills and ages of disadvantaged learners. 	<p>Reading age data shows a closing of the gap between reading ages as taken from standardised tests and their chronological age.</p>
<ul style="list-style-type: none"> Meet the needs of disadvantaged Pupil Premium SEND students. 	<p>Using Provision mapping to ensure that all disadvantaged pupils with SEND have their learning needs met within the classroom</p>

	through a graduated approach where feedback guides improvement. Ensure PP learners with SEND have had their access arrangements met and that these are evident on their learning plans and provision maps
<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 in line with those at a national level. 	For pupil attendance figures are at the same or better 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 Mathematics and English. 	English and Maths 9/4 and 9/5 are at the same or at a better level than those disadvantaged learners 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: £219,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vice Principal Outcomes	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 achieved by fostering the continuous professional growth of specialist staff, enhancing the overall educational experience for every student.</p> <p>At SWB, a team of five Lead Practitioners is dedicated to strengthening staff skills and establishing consistent, high-impact learning routines. These practitioners specialize in key areas: Literacy, Assessment and Feedback, Curriculum, Learning Routines, Early Career Teachers (ECTs), and Continuing Professional Development (CPD). Through their expertise, these Lead Practitioners help staff refine their teaching methods, ensuring that instructional practices remain rigorous and effective.</p> <p>The Learning and Teaching team, alongside Senior Leaders, is committed to maintaining high standards that meet the diverse needs of all students. They achieve this by conducting focused learning walks and comprehensive curriculum reviews, providing timely feedback and support to educators.</p> <p>Step Lab is a critical tool in this process, enabling detailed monitoring of instructional methods. It also facilitates the sharing and celebration of effective practices while pinpointing areas for improvement. This approach supports a culture of collaboration and continuous improvement, fostering a high standard of education across the Academy.</p>	4,1
<i>Continuing Professional development</i>	Our team of Lead Practitioners and skilled staff implement evidence-based strategies to ensure Quality First Teaching (QFT) across the Academy, with a strong emphasis on fostering independent learning. This approach benefits all students, particularly pupil premium (PP) learners, by equipping them with the tools and confidence to take ownership of their studies and become more self-reliant.	4,1

	<p>Key areas of development include:</p> <p>Oracy and Disciplinary Literacy: Research from the Education Endowment Foundation (EEF) shows that developing oral language skills can add up to four months of progress. By prioritising oracy, we empower students to articulate their ideas clearly, engage in meaningful discussions, and think critically, all of which support independent learning and deeper understanding across subjects.</p> <p>Cognitive Load: By applying cognitive load theory, we help students manage the amount of information they process, making it easier for them to retain and apply new knowledge.</p> <p>Learning Routines: Structured learning routines, informed by experts such as Tom Bennett, are embedded throughout the Academy. These routines help students develop consistency and self-regulation, key skills for both in-class success and independent study.</p> <p>To support staff, we utilise professional development platforms such as <i>The National College</i> and <i>We Are Beta</i>, which enable teachers to identify areas for growth and refine their practice. These resources help staff implement strategies that promote QFT and foster independent learning, ensuring that students are taught in ways that encourage autonomy and resilience.</p> <p>Additionally, the Academy brings in external speakers to train staff in supporting students with Special Educational Needs and Disabilities (SEND). This is particularly important as 62% of our PP learners also have SEND. By equipping staff with the skills to support these students, we ensure that all learners, regardless of background or need, are empowered to develop independent learning skills and achieve their full potential.</p>	
Lead Teachers in Key areas	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 Assistant SENDCo to help support PP SEND learners who	4,1

	are at the greatest risk of underachievement.	
<i>Extra curriculum time and planned intervention in English</i>	Barriers to literacy are a significant obstacle to learning, particularly for students from disadvantaged backgrounds. To address this, additional curriculum time in Year 11 is dedicated to helping students solidify foundational skills and apply the knowledge they have been taught. Achieving a grade 4 or above in English Language is a crucial milestone, especially for disadvantaged learners, as it plays a key role in promoting social mobility and providing opportunities for lifelong learning. By ensuring these students have the literacy skills needed to succeed in education and beyond, we are opening doors to a wider range of opportunities and supporting their future aspirations.	2,3

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

Budgeted cost: £164,858.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Librarian	<p>The library is made accessible throughout the day, with borrowing records consistently updated to support student engagement. The librarian plays a central role within the Literacy team, coordinating key initiatives such as Lexonik reading interventions and Star Reader tests, which ensure learners are borrowing books suited to their reading age. Additionally, the librarian oversees the auditing of library resources, ensuring the library is an engaging, diverse space that reflects the interests of all learners.</p> <p>Research highlights that disadvantaged students are less likely to own their own books or have a quiet space to read, which can hinder their literacy development. GL Assessments data shows that boys eligible for free school meals (FSM) fall further behind their non-FSM peers, with the gap widening from 10 percentage points in Year 7 (10% vs. 20%) to 13 points by Year 11 (40% vs. 53%). This disparity is even more pronounced when compared to FSM girls, with a 2-percentage point gap in Year 7 (12%</p>	3, 5,6

	<p>girls vs. 10% boys) growing to an 8-percentage point gap by Year 11 (48% girls vs. 40% boys). A dedicated librarian can play a key role in bridging this gap by fostering a love of reading, which is shown to have a significant impact on learning outcomes. By encouraging students, particularly those from disadvantaged backgrounds, to engage with books and develop their literacy skills, the librarian contributes to better academic outcomes and helps support social mobility for these learners.</p> <p>New study highlights the importance of reading to the whole school curriculum - GL Assessment (gl-assessment.co.uk)</p>	
<p><i>Academic Intervention</i></p>	<p>Directors of Year focus on monitoring the academic progress of their year groups through internal tracking systems. They pay particular attention to students who are not meeting expected progress, implementing targeted interventions, especially for disadvantaged pupils. By analysing data from curriculum reviews and ATL (Attitude to Learning) scores, Directors develop tailored action plans to support these students and address any gaps in their learning.</p> <p>The Academy also provides a homework drop-in and referral system, staffed by Teaching Assistants and Directors, to support disadvantaged students who may lack access to the internet or devices at home. This initiative enables Directors and Department Leads to intervene quickly and prevent these students from falling behind. Research from the Education Endowment Foundation (EEF) shows that homework, when aligned with classroom learning, can enhance student performance by up to five months. This strategy not only helps disadvantaged students catch up academically but also fosters the development of independent learning, time-management skills, and self-efficacy.</p> <p>In addition, the Academy offers half-term and Saturday school sessions for Year 11 students, with a particular focus on those from disadvantaged backgrounds, to enhance engagement and maximise academic achievement. Subject staff also run after-school sessions throughout the year, with attendance closely monitored. Regular communication with parents ensures that disadvantaged students are encouraged and supported in attending these additional sessions, further strengthening their academic outcomes.</p>	<p>1,3,4,6</p>

<p><i>Literacy Lead Practitioner</i></p>	<p>Our Academy has appointed a dedicated Lead Practitioner for Literacy and Reading, who is responsible for implementing and overseeing strategies to improve students' reading abilities across the school. This role ensures that effective, targeted literacy interventions are integrated into daily teaching practices, providing consistent support for all learners, particularly those from disadvantaged backgrounds.</p> <p>Research from the Education Endowment Foundation (EEF) shows that schools with a structured literacy strategy focused on decoding and comprehension skills can see literacy levels increase by an average of six months. This is especially significant for disadvantaged students, who are less likely to own books or read regularly at home. The lack of access to these early reading experiences can limit their ability to engage with and understand complex texts, creating a barrier to their success—particularly as they approach exams.</p> <p>By prioritising literacy development, the Academy aims to address this gap, ensuring that all students, regardless of their background, acquire the essential reading skills needed for academic success. This approach is central to our commitment to closing the achievement gap for pupil premium learners, helping them develop the literacy skills that are crucial for their ongoing educational progress and future opportunities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 3</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>Lexonik intervention can significantly improve outcomes for pupil premium learners by focusing on developing key literacy skills such as decoding and comprehension. By providing targeted support to students who may struggle with reading, particularly those from disadvantaged backgrounds, Lexonik helps them gain the confidence and skills needed to access the curriculum more effectively.</p> <p>This intervention not only boosts literacy levels but can also enhance overall academic achievement across subjects, ensuring that pupil premium learners are better equipped to succeed in their studies and beyond. There is evidence that suggests 27 months reading age progress can be made in just 6 weeks of 1 hour per week small group interventions</p> <p>What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf (helenarkell.org.uk)</p>	<p>1,3</p>

	Lexonik Leap Literacy at the speed of sound Literacy programme schools, adult training providers, parents A Sound Training product	
<i>Targeted support for PP SEND</i>	<p>The Academy has employed 10 Teaching assistants to help support quality first teaching. The TAs are deployed in different areas of the Academy where they work to support with individuals or small groups of learners within the class or lead on small extraction groups.</p> <p>The Academy has a number of teachers and Senior Leaders who are qualified SENDCo. The Academy employs Lead SENDCO who is also the Vice Principal, 1 full time SENDCo and Assistant SENDCo who work to ensure barriers for learners with learning needs are catered for. A further two members of staff had funded training to receive the National SENDCo award who through their research analysed and implemented strategies and systems of tracking and monitoring for all SEND learners. 75.1% (414/551 Year 7 to 11) of the FSM learners are also SEND and this approach has helped to target a large group within a group of learners who are the most vulnerable within the Academy.</p>	

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

Budgeted cost: £225,874.00

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>A large pastoral team allows us to effectively support many pupils and address their individual needs, swiftly tackling low-level disruption to ensure minimal impact on learning.</p> <p>We implement a range of behavioural interventions which are part of the Academy behaviour policy and are supported by EEF research, which suggests that these strategies can add</p>	1,2

	<p>up to +4 months of progress to a pupil's academic development.</p> <p>Disadvantaged learners are particularly vulnerable to disengagement, often due to gaps in knowledge caused by persistent absence or limited access to the curriculum, often linked to lower literacy levels. By closely monitoring behaviour and implementing targeted interventions, we can help bridge these gaps, ensuring pupil premium learners have the support they need to stay engaged and succeed academically.</p>	
<p><i>On site Pupil Support Unit</i></p>	<p>The Academy has invested in its onsite Pupil Support Unit (PSU) to better meet the needs of our pupils, reducing reliance on external provisions and significantly cutting costs.</p> <p>Disadvantaged learners are statistically more likely to face higher suspension rates than their non-disadvantaged peers. By providing our own facility, we ensure that pupils remain engaged with a similar curriculum path, strengthen relationships with families, and safeguard students who may otherwise face exclusion. This approach also ensures that pupils who display low-level disruption are better supported, preventing them from negatively impacting the learning environment and allowing teachers to deliver high-quality lessons.</p> <p>The PSU supports students at risk of suspension or permanent exclusion by providing a tailored curriculum and social-emotional support away from the main school environment. The aim is to reintegrate these students back into the main building within six weeks.</p> <p>A dedicated team works to remove barriers to learning, ensuring that any disruption to academic progress is minimised and that pupil premium learners can successfully re-engage with their education.</p>	<p>2,4</p>

<p><i>Mentoring</i></p>	<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>	<p>5</p>
<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 and subject leaders can monitor and intervene to help vulnerable pupils and key groups to support quality first teaching.</p> <p>This is done through the setting up of bespoke Intel events for key behaviours such as attendance, punctuality, sanctions, rewards and equipment.</p> <p>Class Charts also allows easier access to learning plans of learners with SEND allowing needs to be met and reasonable adjustments to be made. This is particularly important for the cohort of disadvantaged learners who have learning needs.</p>	<p>2, 3, 6</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.</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>The Academy also offers all learners the opportunity to replenish essential</p>	<p>5</p>

	stationary at the start of each day free of cost. The issuing of these items is not sanctioned providing learners independently replace missing equipment prior to the start of Personal Tutor time thus foster an incentivised independence and self-regulation.	
<i>CORE days support</i>	Our CORE Curriculum is central to everything we do at OSWBA. Through our Core days, we provide pupils with valuable 'Cultural Capital' experiences, offering opportunities they may not have had access to otherwise. This initiative ensures that all pupils, especially those from disadvantaged backgrounds, can engage in enriching activities such as visits to capital cities, coastal towns, art galleries, museums, and even gain practical experience with public transport. By broadening their horizons in this way, we aim to enhance their attitudes to learning, increase their cultural awareness, and equip them with the skills and experiences that support both their academic and personal development.	5
<i>Educational Psychologist</i> <i>Specialist learning Support Teacher</i>	The Academy will allocate a portion of pupil premium funding to purchase external services as part of a broader strategy to support learners. According to research by the Children's Commissioner for England (November 2022), in the report ' <i>Beyond the Labels</i> ', the pandemic has been a significant factor in the rise of social, emotional, and mental health (SEMH) issues, particularly among disadvantaged learners. The report highlights that gaps in knowledge and skills exacerbated by the pandemic are key factors contributing to these challenges, as many students struggle to cope with academic pressures. By investing in external services, the Academy aims to address these wellbeing concerns, ensuring that pupil premium learners receive the support they need to overcome barriers to learning and improve their mental and emotional resilience.	2, 3, 5

Total budgeted cost: £610,575

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>A robust approach to ensuring a quality first teach has been implemented at the Academy and continual evaluation is key strengthening quality learning.</p> <p>Growth within the Lead Practitioner team has allowed the Academy to section the different aspects of learning so that key leaders have ownership of their delivery and impact.</p> <p>Fewer numbers of staff are now on support plans and meeting expectations as judged by the professional and teaching standards. Coaching and feedback are immediate through the Step Lab software which ensure staff are guided towards improvement through effective coaching.</p> <p>Provision mapping is updated each term to help removes barriers to learning for the most vulnerable PP learners. Curriculum reviews have indicated that although in most provision mapping is being used to inform planning, greater consistency in their application is recommended.</p>
<ul style="list-style-type: none"> To improve the reading level for all children so disadvantaged children make accelerated progress. 	<p>There has been a closing of the difference between the chronological and reading ages of all year groups. However, the introduction of a standardised approach through New Group Reading Tests has made direct comparison unreliable.</p> <p>Standardised reading scores for KS3 on average have increased by 9.8 months between tests conducted in January and again in June. Year 10 reading ages increased by an average 10.3 months in the 6-month period.</p> <p>Further work needs to be done to ensure learners missing tests are given further opportunity to be re-tested as well relaying the importance of the testing process to learners and parents through a greater push on parental and pupil engagement during the testing window.</p>

	<p>Literacy based initiatives have been embedded and are being built on through more accurate identification of PP learners have a reading age below their chronological age. Identified learners will be prioritised for both Lexonik Leap and Advance intervention to improve literacy levels so that they can access the curriculum and more independently.</p>
<ul style="list-style-type: none"> Meet the needs of disadvantaged SEND PP students. 	<p>Provision mapping is used across the Academy to ensure reasonable adjustment and barriers to learning are minimised. This is helping learners to receive a quality first teach.</p> <p>External CPD regarding accommodating SEND provisions has been delivered and staff receive updates on learners each week through SEND Spotlight during whole staff briefing.</p> <p>All staff indicate PP and SEND learners on their seating plans which are routinely checked during drop in and curriculum reviews. This has helped inform staff planning.</p> <p>Recruitment of one more TA (ten in total) has helped consolidate quality first teaching with small group interventions.</p> <p>Appointment of an Assistant SENDCo to help implement strategies removing barriers in lessons and process key documents such as</p> <p>Further one member of staff is training for the National SENDCo qualification to help remove barriers to learning.</p> <p>Further work still needs to be done in embedding routines and provisions for SEND PP based on year 11 outcomes for 2023/24</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>The suspension rate of PP at the Academy was 7.48% compared 3.35% of non-PP learners at the Academy. However, this is significantly lower than the national suspension rate of 18%. The PP suspension rate has also fallen from the previous academic year by from 9.08% to 7.48%. This contrasts with national figures where the suspension rate for non-PP learners rose from 3.35% to 3.50%.</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>All learners regardless of background have access to all five CORE days. These have included trips to Breen Beach, Warwick Castle, and London.</p> <p>Learners from disadvantaged backgrounds were given full access to The Duke of Edinburgh Award were through the organisation the registration fee was subsidised. The Academy has also invested in stockpiling equipment for this Award due to its appeal to learners who may not have experienced the expedition aspect of this enrichment and as such equipment such a hiking bags, tents etc.</p>
<ul style="list-style-type: none"> To improve outcomes for disadvantaged students in EBacc subjects with particular focus on disadvantaged HPA 	<p>Data for Biology, Chemistry and Physics showed healthy positive P8 data for disadvantaged learners (+1.38, +1.58 and + 0.98 respectively).</p> <p>However, subjects such as Combined Science, History, Geography and to a lesser extent Combined Science data was below expected for disadvantaged learners. This is an area of the curriculum where further work through staff training and learner focussed intervention strategies will be needed or adapted for the following academic year.</p>
<ul style="list-style-type: none"> To improve outcomes for disadvantaged learners in vocational and Pot C subjects 	<p>Data for disadvantaged learners for Pot C subjects showed some key areas where data for disadvantaged learners was positive with regards to national data.</p> <p>Music (+1.24) Health and Social Care (+0.8) Philosophy and Ethics (+1.37) Art (+0.97) Dance (+0.49) Textiles (+0.42) ICT (+0.18)</p> <p>Further work needs to be done with other Pot C subjects where data for disadvantaged learners was lower than expected. A focussed period 6 where identified learners attend after school intervention classes aimed at supporting learners with key components of the course ha been planned early into this academic year to ensure Pupil Premium learners are supported further in subjects where they could continue to study after Year 11.</p>

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