

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 |
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| School name | Ormiston SWB Academy |
| Number of pupils in school | Yr 7 – 11: 1104 |
| Proportion (%) of pupil premium eligible pupils | Year 7: FSM 125/230 Year 8: 123/231 Year 9: 115 /224 Year 10: 113/223 Year 11: 99/196 Total: Yr8-11: 51.5% Total Yr 7 FSM: 52.1% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 - 2028 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | September 2026 |
| 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 | £603,075 |
| 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 |

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| <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</p> <p><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> | £603,075 |

Part A: Pupil premium strategy plan

Statement of intent

Commitment to Equality of Opportunity

At OSWB, we provide every student with the chance to succeed, regardless of their personal circumstances or background. We are firmly committed to removing barriers to learning so that all young people can access a high-quality education which will enable them to be successful in their future endeavours.

Currently, **52.1% of our Years 7–11 students receive Pupil Premium support**, and the majority of those who are entitled to Free School Meals (90% at our most recent Ofsted) are identified as 'persistently disadvantaged,' meaning they have required this support for most of their school life.

Our Pupil Premium cohort is a diverse group of learners with a wide range of needs. The funding allows us to provide tailored academic, social, and emotional support for students who qualify through different criteria, including:

- 1. Are eligible for Free School Meals (FSM):** Many of our Pupil Premium students are eligible for FSM, reflecting economic challenges that may affect their access to educational resources and support outside of school.
- 2. Ever 6 FSM:** Students who have been entitled to FSM at any time in the past six years, ensuring ongoing support for those who may still be affected by financial hardship.
- 3. Looked-after Children (LAC) or those adopted from care:** Pupils who may need additional support to close gaps in learning and benefit from pastoral care to secure their wellbeing and engagement.

Our approach to Pupil Premium focuses on developing literacy and numeracy, supporting mental health, and providing enriching experiences that extend beyond the classroom. Central to this is our pastoral programme, which combines high

expectations with a caring environment guided by our CORE values which promote, Character, Organisation, Resilience and Excellence

Local Context

Ormiston SWB Academy primarily serves the community of Bilston, where levels of deprivation are significantly higher than national averages. Over 70% of local neighbourhoods are among the 20% most deprived areas in England, with particularly high levels of need in education, skills, and income.

Employment levels are lower than average (63.4%), and many households have limited or no formal qualifications, all of which affect children's access to resources that support learning.

The student body is predominantly White British, with relatively few students who speak English as an additional language – although this number is gradually increasing. Many pupils join the Academy with attainment levels below national expectations, particularly in literacy, comprehension, and processing skills.

Despite these challenges, the Academy sets ambitious expectations for all learners, determined that their circumstances should not limit what they can achieve.

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

- Pupil progress for disadvantaged students improves so that it is line with national outcomes for all learners for grades 4 and 5 in English and Mathematics.
- The attendance to the academy of disadvantaged students improves so that it is line with national attendance figures.
- Improve the reading ages of disadvantaged learners so that it is in line with their chronological age.
- Reduce suspension figures for disadvantaged learners so that it is in line or below national suspension figures.

To ensure students receive the best possible education, the Academy has developed a structured programme of academic support. The key principles of our strategy are:

- Using research-based evidence to guide strategic decisions and use of the pupil premium funding to achieve the best outcomes for our disadvantaged learners.
- Through strategic data analysis leaders will identify emerging patterns within our disadvantaged cohort and act to prevent underachievement and raise aspirations.
- Reducing suspension rates for disadvantaged learners. Recognising that learners from disadvantaged backgrounds have a higher rate of suspension nationally, and that loss of school time can dramatically impact achievement, the academy will work towards mitigating the causes for negative behaviours and attitudes by adjusting wider strategies so as not to alienate learners.

Improving Reading Ages:

Evidence from the Education Endowment Foundation (EEF) highlights literacy as a significant barrier to learning, impacting students' ability to develop independent study habits. This is particularly pertinent for learners from disadvantaged backgrounds. National Group Reading Tests will be used to identify pupils who are in need extra support through focussed literacy-based interventions such as *Lexonik* reading to build literacy skills. In all, the Academy has six trained Lexonik staff emphasising the Academy's commitment to ensuring every child's reading is at or above their chronological age.

Wider literacy development: A dedicated Literacy Lead Teacher is responsible increasing engagement in reading by ensuring the Academy is well resourced and the love of reading is promoted through a broad curriculum. Staff are continually developed in identifying opportunities for implementing literacy-based tasks where literacy skills are used as the vehicle for subject delivery.

Homework and study support: 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 related sanctions, particularly among disadvantaged students, to ensure quick, targeted intervention through the analysis of monthly data collection which will identify emerging concerns in attitudes or barriers to engagement.

Focussed intervention to reduce gaps in knowledge:

For the Year 11 cohort of 2025, 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, drop down days and half term interventions will target Pupil Premium students in need of extra support through enhanced communication with families, focused attention on high attendance as well personal development through our core programme which will improve aspirations and independence.

Year 11 learners will also be supported through our Raising Attainment strategy where identified learners will receive mentoring from Senior leaders and the Year 11 outcomes leads to help remove barriers to learning.

Driving inclusion through knowing your learners

Alongside wider strategies and Quality First teaching the Academy will promote at all levels the learners in our classes who are from disadvantaged backgrounds. An appreciation of the physical and mental barriers which result in learners from this demography not achieving must be acknowledged so that learners enjoy their school experience allowing them to flourish.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>White disadvantaged boys/girls make significantly less progress than other ethnic groups. Possible barriers to learning include.</p> <ul style="list-style-type: none">• Lower motivation and aspiration• Poor resilience• Lack of confidence• Poor study habits/ environments• Ability of guardians to support and guide adequately <p>99.6% of our pupils are 'persistently disadvantaged' (FSM for at least 80% of their education).</p> <p>These pupils make, on average, 22.7 months less progress than non-disadvantaged students, compared to 18.1 months less for pupils who are not persistently disadvantaged.</p> <p>Education-Policy-Institute-Poster-2020-Digital.pdf</p> |
| 2 | <p>Attendance figures 2024/20254 FSM: 86.1%, (national 92.3%)</p> <p>Disadvantaged pupils have lower attendance than their non-disadvantaged peers. As a result, they miss key learning, which limits their potential and further widens the gap compared to non-disadvantaged pupils 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</p> <p>Gaps exist when students enter year 7. The literacy gap significantly affects disadvantaged students who struggle with independent learning and as such how well they access higher levels of reading during GCSE exams.</p> |

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| 4 | <p>Proportion of PP who are also SEND:</p> <p>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><u>Infographic: EPI Annual Report 2020 – Key findings - Education Policy Institute</u></p> |
| 5 | <p>Cultural Capital:</p> <p>Lack of cultural capital means disadvantaged students find it difficult to contextualise their learning. This can cause the following possible barriers.</p> <ul style="list-style-type: none"> • Lower resilience • Lower motivation • Lack of confidence and self-esteem. |
| 6 | <p>Learning beyond the classroom:</p> <p>Research suggests that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have sole access to a device suitable for learning /stable internet connection and may receive less parental support in completing homework and developing effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</u></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 |
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| <ul style="list-style-type: none"> • Ensure 'quality first teaching' for all students, | <p>Triangulation from curriculum reviews, observations, data and pupil voice</p> <p>To support Pupil Premium students, all teaching staff receive tailored CPD through lesson observations, collaborative</p> |

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| irrelevant of background. | <p>planning, and coaching. The academy uses Steplab to enhance teaching quality via modelled practice and feedback, with trained staff coaching colleagues where needed. Targeted support from Lead Practitioners addresses identified performance gaps through live coaching. Regular curriculum reviews ensure high-quality, accessible, and appropriately challenging learning for all students. Provision mapping, monitored by the SENDCO, ensures the needs of vulnerable pupils are met, and successful strategies 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>A closing of the gap between a learner reading age and their chronological age.</p> <p>All learners will take bi-annual New Group Reading Tests to provide standardised reading age scores. The Lead Practitioner for reading will identify students with the lowest reading ages relative to their chronological age, prioritising disadvantaged learners for targeted interventions using Lexonik Leap or Lexonik Advance.</p> |
| <ul style="list-style-type: none"> Meet the needs of disadvantaged Pupil Premium SEND students. | <p>Evidenced through use of strategies on learning plans, monitored through curriculum reviews.</p> <p>Provision mapping and ongoing staff CPD, research-based strategies will be embedded in lessons. Strategic use of teaching assistants, access arrangements, and mentoring/counselling will support disadvantaged pupils with SEND, ensuring their needs are met in the classroom through a graduated approach guided by feedback.</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>Suspension rates of disadvantaged learners compared national data for suspensions.</p> <p>Evidence from the Department of Education shows disadvantaged pupils are four times more likely to be suspended than their peers. Staff will receive training in conflict de-escalation and positive behaviour management. The academy will maintain a fair and transparent behaviour policy, supported by a strong pastoral team and Pupil Support Unit, where at-risk learners</p> |

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| | engage in small-group reflection, mentoring, and targeted literacy and numeracy support to promote positive reintegration into mainstream classes. |
| <ul style="list-style-type: none"> To ensure that disadvantaged pupils attend school in line with those at a national level. | <p>Attendance figures at the same level as national figures for all learners nationally.</p> <p>The school will use a dedicated attendance officer who will monitor patterns in attendance through prompt intervention and communication home.</p> |
| <ul style="list-style-type: none"> To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities | <p>Attendance to Enrichment clubs and Core Day experiences is at a similar level to non-disadvantaged counterparts.</p> <p>To ensure that through the academy CORE programme (and other enrichment opportunities) no pupils are limited in the opportunities which they receive.</p> |
| <ul style="list-style-type: none"> To improve outcomes for disadvantaged students in Mathematics and English. | Reduction in the attainment gap in English and Mathematics grade 4 and 5 match ups between disadvantaged learners and their non-disadvantaged counterparts. |

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: £660863.36

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Dedicated Vice Principal for | A strong presence at leadership level for overseeing and continually | 6, 1 |

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| Outcomes and Vice Principal for Quality of Education | improving the quality of education ensures that all learners experience a quality 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. | |
| <i>Assistant Principal</i> | Assistant Principal who oversees provisions and outcomes for disadvantaged learners, ensuring that the Pupil Premium strategy is delivered, key barriers are removed and its impact monitored and adapted to ensure learners experience an inclusive educational experience. | 1, 3, 4, 6 |
| <i>Lead Practitioners and Lead teachers.</i> <i>Learning Directors for each Year group</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>A team of five Lead Practitioners and three Lead teachers are dedicated to strengthening staff skills and establishing consistent, high-impact learning routines.</p> <p>The Learning and Teaching team, with Senior Leaders, ensures high educational standards by conducting curriculum reviews, and providing timely teacher support.</p> <p>Step Lab aids this process by monitoring teaching methods, sharing best practices, and identifying areas for improvement, promoting collaboration</p> | 3,4,6 |

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| | <p>and continuous improvement across the Academy.</p> | |
| <p><i>Continuing Professional development</i></p> <p><i>Step Lab coaching</i></p> | <p>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.</p> <p>Key areas of development include:</p> <ul style="list-style-type: none"> • Development of literacy • Learning routines • Homework and independence • Inclusion and SEND • Initial Teacher Training | 1,3,4,6 |
| <i>Focussed intervention.</i> | <p>Through accurate data collection and analysis of attitudes to learning key learners from disadvantaged backgrounds are identified early allowing for meaningful intervention to take place. These include drop down days for English and Maths, data driven identification of learners for period 6 intervention and learners in need of access arrangements for examinations</p> | 1,4,6 |

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

Budgeted cost: £138778.93

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <u>Improving literacy levels</u> Lead Teacher Literacy Lead Practitioner Reading Tests Assistant Principal for Literacy Reading Coordinator/ Librarian Library resources and borrowing tracking software. Trained Lexonik Practitioners Accelerated Reader | <p>The library supports student literacy by providing accessible resources, coordinating reading initiatives, and auditing materials to reflect diverse interests. Disadvantaged students, especially boys eligible for free school meals, face widening literacy gaps from Year 7 to Year 11.</p> <p>Targeted interventions, such as Lexonik programs informed by NGRT assessments, help address these gaps, improving vocabulary and reading confidence across the school. The Academy has four trained Lexonik staff, two of which are full time Lexonik practitioners in their TA roles, with two experienced members of teaching staff for whom 50% of the teaching time is allocated to Lexonik interventions.</p> <p>National Literacy Trust (NLT)</p> <p>New study highlights the importance of reading to the whole school curriculum - GL Assessment (gl-assessment.co.uk)</p> | 3, 5,6 |

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| <p><u>Focussed Academic Intervention</u></p> <ul style="list-style-type: none"> • Directors of Learning track key PP learners. • Directors of Department track and intervene with identified PP learners. • Drop down days Eng/Maths for identified PP learners. • Use of Sparx Reader/Maths and Science for learners missing school due to attendance or suspension | <p>Directors of Year monitor academic progress using internal tracking systems, focusing on students not meeting expectations, particularly those from disadvantaged backgrounds. Using curriculum review data and Attitude to Learning (ATL) scores, they create targeted action plans to close learning gaps.</p> <p>To support students without access to digital resources at home, the Academy provides a homework drop-in and referral system run by Teaching Assistants and Directors. This allows early intervention and prevents students from falling behind. According to the Education Endowment Foundation (EEF), well-planned homework can enhance progress by up to five months, while also developing independence, time management, and self-efficacy.</p> <p>The Academy also offers half-term and Saturday school sessions for Year 11, with a focus on disadvantaged students, alongside subject-specific after-school sessions. Attendance is monitored, and regular communication with parents encourages participation to improve outcomes.</p> <p>Student progress is tracked using internal ranking systems measuring attendance, behaviour, and homework completion—areas where disadvantaged learners often underperform. Leaders use this data to provide timely support and interventions.</p> | <p>1,3,4,6</p> |
| <p>Reading and Literacy Lead Practitioners</p> | <p>The Academy has appointed a Lead Practitioner for Literacy and Reading to oversee whole-school strategies that improve reading outcomes, with a focus on disadvantaged pupils, including those eligible for pupil premium funding.</p> <p>Following initial reading assessments, pupil premium learners with the lowest reading ages are prioritised for Lexonik intervention, developing decoding and comprehension skills rapidly. Improved reading ages allow pupils to engage more confidently with the wider curriculum, consolidating literacy learning and promoting independent access to all subjects.</p> <p>The Lead Practitioner coordinates interventions, staff training, and curriculum development, ensuring</p> | <p>1, 3</p> |

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| | <p>literacy is embedded in everyday teaching. Interventions are closely monitored and adapted to meet pupils' needs, providing timely support for those at risk of falling behind.</p> <p>Research from the Education Endowment Foundation (EEF) shows structured reading programmes can increase progress by up to six months, particularly benefiting disadvantaged pupils who may have limited access to books or reading at home.</p> <p>By prioritising targeted and sustained literacy support, the Academy is closing the attainment gap, ensuring all pupils develop the reading skills necessary to succeed academically and progress confidently to their next stage of education or employment.</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 </p> <p>Literacy programme schools, adult training providers, parents A Sound Training product </p> | |
| <p><u>Targeted support for PP SEND</u></p> <p><i>Executive SENDCo</i></p> <p><i>SENDCo</i></p> <p><i>Assistant SENDCo</i></p> <p><i>Lead Teacher of SEND</i></p> <p><i>Three further qualified SENDCOs (all on SLT)</i></p> <p><i>Eight teaching Assistants</i></p> <p><i>3 HLTA</i></p> | <p>The Academy has employed 11 Teaching assistants of which three are HLTA's to help support quality first teaching. The TAs are deployed in different areas of the Academy where they work to support with individuals within classrooms, small groups interventions such as Lexonik Reading, the Academy's Student Support Area for learners needing phased returns to classrooms because of personal or medical reasons and in the Academy 'Oasis' which caters for learners with Emotional Based Non-School Attendance</p> <p>The Academy has staff and Senior Leaders (such as the Principal, two Vice Principals and one Assistant Principal) who are qualified SENDCos. The Academy employs one full time SENDCo and Assistant SENDCo who work to ensure barriers for learners with learning needs are catered for. knowledge to improve provisions for learners who with qualified Senior Leaders work collaboratively</p> | 1,4 |

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| <i>Lexonik interventions</i> | on the Quality of Education and Pupil Premium Outcomes respectively. | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £292813.49

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>Ensure that the behaviour of all pupils does not impact upon pupil achievement.</i></p> <p>Non-teaching Heads of Year</p> <p>Pastoral Vice Principal</p> <p>Behaviour and Attitudes Assistant Principal</p> <p>Behaviour tracking system: Class Charts</p> | <p>A large pastoral team, of which five are non-teaching, enables the academy to support pupils effectively, addressing individual needs and swiftly managing low-level disruption to minimise impact on learning.</p> <p>We implement a range of behaviour interventions, aligned with the Academy Behaviour Policy and supported by Education Endowment Foundation (EEF) research, which indicates these strategies can contribute up to four additional months of academic progress.</p> <p>Disadvantaged pupils are particularly at risk of disengagement, often due to gaps in knowledge caused by persistent absence or limited access to the curriculum, frequently linked to lower literacy levels. By closely monitoring behaviour and delivering targeted interventions, we help bridge these gaps, ensuring pupil premium learners receive the support they need to remain engaged and achieve academic success.</p> | 1,2 |

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| <i>On site Pupil Support Unit</i> | The Academy has invested in its onsite Pupil Support Unit (PSU) to better meet the needs of our pupils, reducing reliance on external provisions to enhance the level of inclusion by the Academy. | 1,2,4,5 |
| <i>PSU Staff</i> | | |
| <i>PSU resources</i> | <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> | |

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| <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> | 1,5 |
| <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 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> | 1,2,6 |
| <i>Improving attendance</i> <i>2 x attendance managers</i> <i>Free breakfast for all offer</i> | <p>Learners from disadvantaged background are more likely to have persistent absence (Education Policy Institute, 2025). The Academy employs two members of staff who monitor attendance each day using pattern analysis to put in place early interventions. Through strengthened communication with families and pupils</p> | 1,2 |

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| | <p>the attendance team keep an academy focus on the importance of attendance.</p> <p>The Academy offers a free breakfast for all its learners so as not to isolate and stigmatise learners who through circumstance do not have access to food before their school day. This strategic spend incentivises learners to present for the beginning of the day allowing them greater access to the learning.</p> | |
| <p><i>CORE days support</i></p> | <p>Our CORE Curriculum is central to everything we do at OSWBA. Through our Core days, we provide pupils with valuable 'Cultural Capital' experiences free of charge, 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.</p> | <p>1,5, 6</p> |
| <p><i>Safeguarding, support and suspension prevention</i></p> <p><i>Educational Psychologist</i></p> | <p>The Academy will allocate a portion of pupil premium funding to purchase external services as part of a broader strategy to support learners. According</p> | <p>1,2,4</p> |

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| <p><i>Specialist learning Support Teacher</i></p> <p><i>External Alternative Providers</i></p> <p><i>Mentoring and counselling</i></p> <p><i>Careers Lead and guidance</i></p> | <p>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, reduce rates of suspension and improve their mental and emotional resilience.</p> <p>During the Academic Year 2024/25 151 requests for counselling and mentoring were conducted lasting between 6 and 12 weeks. Of the 151 100 (66.2%) were from disadvantaged backgrounds.</p> <p>The Academy also employs a full-time Careers Lead who ensures each year group receives careers and pathways events enabling learners to make informed next steps choices. This is particularly impactful for our disadvantaged learners who may not receive this level of insight and guidance outside of the Academy.</p> | |
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Total budgeted cost: £1092455.78

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria | | | | |
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| Ensure 'quality first teaching' for all students, irrelevant of background is achieved. | <p>The use of Step lab, purposeful CPD and strategic use of leaders within the Academy is used to ensure that the quality of teaching delivered and received by learners is regularly being evaluated and improved. Curriculum reviews show that these strategies have been used consistently across. At a granular classroom level staff use strategies such as the use of mini white boards, cold calling with the name of the learner at the end of question, RAG card for whole class learning checks and live marking to ensure every learner, regardless of their personal circumstance has access to a quality first teach.</p> | | | | |
| To improve the reading skills and ages of disadvantaged learners. | <p>The reading age data shows that where learners completed the Lexonik programme completely, learners made an average improvement in reading ages of 42.8 months in a six-week intervention (Year 11 focus group) when WRAT 5 tests were conducted after intervention was completed.</p> <p>The strategy focussed on identified Year 7 and 11 learners who were both PP and SEND. Research shows that earlier intervention with literacy helps minimise gaps in learning as a child moves through their secondary education. Year 11 where also prioritised as intervention here could be transformative.</p> | | | | |

| All | Year | Autumn 2024 Ave SAS | Summer 2025 | SAS progress |
|-----|------|---------------------|-------------|--------------|
| | 7 | N/A | N/A | N/A |
| | 8 | 96.9 | 100.5 | 3.6 |
| | 9 | 98.6 | 98.6 | 0 |
| | 10 | 99.8 | 100.3 | 0.5 |
| | 11 | 97 | 102.8 | 5.8 |

| PP | Year | Autumn 2024 Ave SAS | Summer 2025 | SAS progress |
|----|------|---------------------|-------------|--------------|
| | 7 | N/A | N/A | N/A |
| | 8 | 94.2 | 98.1 | 3.9 |
| | 9 | 96.1 | 97.25 | 1.15 |
| | 10 | 96.5 | 96.9 | 0.4 |
| | 11 | 95.9 | 99.4 | 3.5 |

| | <p>Further work is still needed to promote the importance of literacy and to ensure learners and families approach reading tests. Where NGRT SAS data was erratic due to absence and engagement with the tests themselves.</p> <p>Alongside existing literacy strategies the Academy will work to consolidate Lexonik interventions through further disciplinary literacy in subject departments.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------|------------------|-----------------|------------------|-------|------|-------|---------------|-------------|------|------|-------|-------------|-------------|--------|------|-------|-------------|-------------|-----|------|-------|-------------|-------------|--------|------|-------|-------------|-------------|
| <p>To ensure that disadvantaged pupils are not suspended to a level higher than their non-disadvantaged peers.</p> | <p>The strategies employed to reduce PP suspensions has reduced from the previous year. We will continue to work towards further reducing the gap between disadvantaged and their non-disadvantaged counterparts.</p> <table border="1" data-bbox="493 804 1367 1019"> <thead> <tr> <th>Group</th><th>National (Secondary) 2023/2024</th><th>SWB 2023/24</th><th>SWB 2024/25</th></tr> </thead> <tbody> <tr> <td>All</td><td>22.61</td><td>5.76</td><td>5.55</td></tr> <tr> <td>Disadvantaged</td><td>55.79</td><td>7.73</td><td>6.95</td></tr> </tbody> </table> | Group | National (Secondary) 2023/2024 | SWB 2023/24 | SWB 2024/25 | All | 22.61 | 5.76 | 5.55 | Disadvantaged | 55.79 | 7.73 | 6.95 | | | | | | | | | | | | | | | | | | |
| Group | National (Secondary) 2023/2024 | SWB 2023/24 | SWB 2024/25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 22.61 | 5.76 | 5.55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged | 55.79 | 7.73 | 6.95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To ensure that disadvantaged pupils attend school in line with those at a national level.</p> | <p>Through strategic leadership and focus on this group of learners the academy has consistently been above national levels for disadvantaged students over a prolonged period of time.</p> <p>The Academy has also improved its Persistent Absence percentage for FSM6 which is also below the national absence rate for the same cohort of learners.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>Attendance figures 2024/25</u></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" data-bbox="176 1572 1356 1976"> <thead> <tr> <th></th><th>2023/24</th><th>2024/25</th><th>Similar Schools</th><th>National Average</th></tr> </thead> <tbody> <tr> <td>All</td><td>90.4</td><td>↑91.1</td><td>90.7 (+0.4)</td><td>91.4 (-0.3)</td></tr> <tr> <td>FSM</td><td>87.4</td><td>↑87.8</td><td>87.9 (-0.1)</td><td>86.4 (+1.4)</td></tr> <tr> <td>No FSM</td><td>93.8</td><td>↑95.0</td><td>94.0 (+1.0)</td><td>93.4 (+1.6)</td></tr> <tr> <td>SEN</td><td>87.8</td><td>↑89.0</td><td>86.7 (+2.3)</td><td>85.3 (+3.7)</td></tr> <tr> <td>No SEN</td><td>91.0</td><td>↑91.6</td><td>92.1 (-0.5)</td><td>92.8 (-1.2)</td></tr> </tbody> </table> | | | 2023/24 | 2024/25 | Similar Schools | National Average | All | 90.4 | ↑91.1 | 90.7 (+0.4) | 91.4 (-0.3) | FSM | 87.4 | ↑87.8 | 87.9 (-0.1) | 86.4 (+1.4) | No FSM | 93.8 | ↑95.0 | 94.0 (+1.0) | 93.4 (+1.6) | SEN | 87.8 | ↑89.0 | 86.7 (+2.3) | 85.3 (+3.7) | No SEN | 91.0 | ↑91.6 | 92.1 (-0.5) | 92.8 (-1.2) |
| | 2023/24 | 2024/25 | Similar Schools | National Average | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 90.4 | ↑91.1 | 90.7 (+0.4) | 91.4 (-0.3) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| No SEN | 91.0 | ↑91.6 | 92.1 (-0.5) | 92.8 (-1.2) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>Latest Attendance IDSR Report</u></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 | 572 | 89.1% | 88.2% | Close to average | Relative improvement | High - FSM |
| 2023/24 | 600 | 86.5% | 86.0% | Close to average | Relative decline | High - FSM |
| 2022/23 | 592 | 87.0% | 86.0% | Close to average | Relative decline | High - FSM |

FSM6 – Persistent Absence

| Year | Cohort | School | National | National distribution banding | Trend | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2024/25 | 572 | 33.4% | 34.5% | Close to average (non-sig) | No sig change | High - FSM |
| 2023/24 | 600 | 37.3% | 42.5% | Close to average (sig-) | No sig change | High - FSM |
| 2022/23 | 592 | 38.5% | 43.8% | Close to average (sig-) | Sig increase | High - FSM |

| <p>To ensure that no pupil within the academy is disadvantaged from 'Cultural Capital' opportunities</p> | <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 where the registration fee was subsidised. The Academy has continued to invest in this award through staff training and by purchasing key equipment so future costs are further reduced making it more accessible for our disadvantaged learners.</p> <p>After school clubs are attended heavily by PP learners who have shown key interest in sport and playing boardgames. Pupil premium learners are represented in line with the Academy PP ratio in Year ambassadors. With 52.4% of all attendees to wider enrichment being from disadvantaged backgrounds.</p> <p>The strategic use of the Academy Careers Advisors have had access to Work Experience:</p> <table border="1" data-bbox="485 1529 1399 1709"> <thead> <tr> <th>Pupil Premium Status</th><th>Did any WEX (in-person or virtual)</th><th>Didn't</th><th>Total</th><th>% Who Did WEX</th></tr> </thead> <tbody> <tr> <td>Non-Pupil Premium</td><td>81</td><td>34</td><td>115</td><td>70.4%</td></tr> <tr> <td>Pupil Premium</td><td>80</td><td>32</td><td>112</td><td>71.4%</td></tr> </tbody> </table> | Pupil Premium Status | Did any WEX (in-person or virtual) | Didn't | Total | % Who Did WEX | Non-Pupil Premium | 81 | 34 | 115 | 70.4% | Pupil Premium | 80 | 32 | 112 | 71.4% |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------|---------------|-------|---------------|-------------------|----|----|-----|-------|---------------|----|----|-----|-------|
| Pupil Premium Status | Did any WEX (in-person or virtual) | Didn't | Total | % Who Did WEX | | | | | | | | | | | | |
| Non-Pupil Premium | 81 | 34 | 115 | 70.4% | | | | | | | | | | | | |
| Pupil Premium | 80 | 32 | 112 | 71.4% | | | | | | | | | | | | |
| <p>To improve outcomes for disadvantaged students in Mathematics and English.</p> | <p>Disadvantaged Progress 8 increased by 6.06 points from 2024, demonstrating marked improvement in outcomes for our disadvantaged students.</p> <p>Basic 5+ in English and Maths saw a notable 18% rise from 2024, bringing the final achievement rate to 36%.</p> <p>Basic 4+ in English and Maths experienced a significant 19% increase from 2024, reaching a final percentage of 56%.</p> | | | | | | | | | | | | | | | |

| | |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | These improvements are a direct result of a strategic leadership focus on these learners and enhanced delivery of quality-first teaching across the curriculum. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 |