

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ormiston Sandwell Community Academy
Number of pupils in school	1117
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Faye Cutler
Pupil Premium lead	Martin Sorby
Governor/Trustee lead	Vishal Soni

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£388,919
Recovery premium funding allocation this academic year	£104,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£493,799

Part A: Pupil Premium Strategy Plan

Statement of intent

As an inclusive academy, we are committed to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Through our vision and values we want to ensure that no student is left behind socially, or academically because of disadvantage and strive to raise lifelong aspirations by removing barriers to learning and achieving excellence.

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

This plan, therefore, is firmly rooted in our OSCA values:

Excellence through Opportunity

By opportunity we mean that everyone:

- develops confidence through participation in a wide range of activities within and beyond the curriculum and through enrichment
- is enabled to grow as an individual through tailored support, advice and guidance
- has access to a broad and balanced curriculum and takes pride in the quality of their work, making excellent progress
- considers their own strengths and sets personal goals for improvement
- pursues individual interests in a manner which broadens horizons and develops cultural capital

Excellence through Scholarship

By scholarship we mean that everyone:

- rises to challenges, pushes themselves to achieve in all they do and to be the best version of themselves
- as a learner takes pride in producing in depth academic work of the highest quality
- sets the highest standards and expectations of themselves and others all day every day
- makes excellent use of all opportunities and experiences
- is a team player but can confidently learn independently to achieve

Excellence through Compassion

By compassion we mean that everyone:

- shows empathy and kindness to all in our OSCA family and beyond in our community
- is willing to support, feels supported and puts mental well-being at the heart of all we do

- is always caring and respectful of and to others with a strong commitment to do what is right
- is always tolerant and accepting of different people, points of views and beliefs
- shows respect for our academy environment, our wider community and society

Excellence through Aspiration

By aspiration we mean that everyone:

- aspires to be the best learner and the best person they can be, embracing challenges along the way
- is driven to achieve, aims high and dreams big, encouraging others to do the same
- is resilient in pursuit of expert knowledge and success
- is ambitious, motivated with an infectious desire to excel
- has the expectation of being a lifelong learner, and helps to foster this culture in peers and colleagues

These values underpin the relationships, practices and ethos of our academy. They are also the backbone of our SMSC, PSHE, SRE and Learning for Success curriculum.

These values are constantly shared and referred to across the academy as we feel they encapsulate all the qualities our young people, especially those experiencing disadvantage, need to be happy and successful.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students arrive from primary with a legacy of underachievement.
2	Disadvantaged students have lower levels of literacy and numeracy compared to their non-disadvantaged peers.
3	Impact of Covid-19 closure on disadvantaged students in particular in terms of engagement/coverage of exam content, potential negative impact on basic literacy and numeracy and impact on SEMH of certain disadvantaged students.
4	Disadvantaged students often arrive with lower patterns of attendance compared to their non-disadvantaged peers.
5	Disadvantaged students often present with high levels of Social, Emotional, and Mental Health problems (regardless of the impact of Covid-19).

6	Disadvantaged students are often lacking cultural capital and have low aspirations regarding and for their future destinations.
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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
Disadvantaged students in all year groups will continue to diminish the gap in attainment and progress compared to their non disadvantaged peers (with a particular focus on the higher and middle ability disadvantaged students).	<ul style="list-style-type: none"> • Maintain the current trend of progress for disadvantaged students which in recent years has easily exceeded the national P8 figure of -0.45 (2019 national disadvantaged) • Continue to narrow the gap in P8 and attainment measures, EBACC uptake and BASICs • Analysis of data for Yrs7-10 also show reducing gaps
Attendance gap will continue to diminish. All students will have high levels of attendance in line with academy expectations.	<ul style="list-style-type: none"> • Return to at least pre-Covid level of attendance of 95.7% (higher than national disadvantaged attendance and national all attendance)
Improve literacy and numeracy levels so that students are able to access the whole curriculum.	<ul style="list-style-type: none"> • 85% of KS3 read at, or above, chronological reading age • 4+/5+ BASICs gap to continue to narrow • P8 gap to continue to narrow with our disadvantaged students continuing to exceed national figure • Standardised reading scores are in line, or above, national averages.
Provide meaningful support to students with Social Emotional Mental Health problems.	<ul style="list-style-type: none"> • All students in KS3 take part in SEMH survey • Thrive Approach embedded across the academy • All pupils identified as SEMH through assessment has a completed Thrive profile

	<ul style="list-style-type: none"> • Interventions show impact through improved engagement in learning and SEMH • Students report positive influence of wellbeing hub.
Cultivate a range of opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations for post 16 destinations.	<ul style="list-style-type: none"> • All disadvantaged students receive/experience at least the minimum entitlement to enrichment outlined by the DARE curriculum • Increase in the number of disadvantaged students participating in DofE • Increase in the number of disadvantaged students successfully completing the Brilliant Club programme • Continue to have 0% NEET with an increase in number of disadvantaged students taking a more academic post-16 pathway

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: £155,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reduce class sizes in English, Maths and Science to impact on progress and attainment outcomes in the core</i>	EEF 'Teaching and Learning Toolkit' 2018 suggests reducing class size adds +3 months progress.	1, 2 and 3
<i>Provide bespoke CPD programme for Early Career Teachers based on needs identified throughout the academic year and metacognition</i>	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2 and 3
<i>Provide ongoing CPD for all teaching and learning support staff to ensure quality first and adaptive teaching are firmly embedded in practice</i>	'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF 'Teaching and Learning Toolkit' 2018 suggests +5 months progress for metacognition and +6 months progress for reading comprehension strategies.	1, 2 and 3
<i>Continue the programme of curriculum development which provides for a three year KS3 curriculum which has breadth, depth and a balance of knowledge/skills and a wide range of appropriate pedagogy</i>	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2 and 3

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

Budgeted cost: £154,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>GL Assessments and NGRT used in Yr7 to track student progress, identify gaps in learning and inform targeted intervention</i>	<p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready."</p> <p>Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</p>	1 and 2
<i>Provide a wide range of targeted interventions through the SEND department (literacy, numeracy and other) that provide learning recovery.</i>	<p>EEF 'Improving Literacy Guidance Report' (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>EEF 'Teaching and Learning Toolkit' 2018 suggests +3 months progress for individualised instruction, +4 months progress for small group tuition and +6 months progress for reading comprehension strategies.</p>	1, 2 and 3
<i>All students in Yr7 and 8 to participate in the Accelerated Reader Programme and Book Buzz scheme.</i>	<p>"Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others." The Reading Agency, 2015</p> <p>EEF 'Teaching and Learning Toolkit' 2018 suggests +6 months progress for reading comprehension strategies.</p>	2
<i>Teach and test academic vocabulary</i>	<p>"Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken). Vocabulary is a significant predictor of attainment – by age 7 there is a 4000 word gap between lower class and middle class. Vocabulary explicitly taught through each domain (Tier 3 words)."</p> <p>Matt Bromley, Bromley Education, Secondary Education Pupil Premium Conference, 2018</p>	1, 2 and 3

	EEF 'Improving Literacy Guidance Report' (2019) recommendation 2 is vocabulary instruction.	
<i>Provide high quality study support and revision sessions in KS4 e.g. Expert Knowledge Lectures</i>	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1 and 3
<i>Provide books and revision guides for students as part of Yr11 independent learning strategy</i>	To facilitate independent study and engage parental support. EEF 'Teaching and Learning Toolkit' 2018 suggests +7 months progress for metacognition and self-regulation.	1 and 3
<i>Reintroduce the Breakfast and Homework Club (paused during time of Covid restrictions) to support homework and development of independent learning</i>	EEF 'Teaching and Learning Toolkit' 2018 suggests +5 months for homework in a secondary setting.	1, 2 and 3
<i>Provide tutoring to identified students - approx. 230 students for 15 hours across the school year</i>	Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2 and 3

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

Budgeted cost: £183,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide a wide range of targeted interventions through Thrive (mentors/counsellor) to help improve students' SEMH</i>	'Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.' Ofsted, 2021 EEF 'Teaching and Learning Toolkit' 2018 suggests +4 months progress for social and emotional learning.	3 and 5

<i>Implement the Thrive Approach to mental health across the academy to identify and improve SEMH needs.</i>	EEF 'Teaching and Learning Toolkit' 2018 suggests +4 months progress for social and emotional learning.	3 and 5
<i>Deliver a Mental Health Recovery Curriculum through the L4S/Character Development programme.</i>	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	3 and 5
<i>Work towards achieving the Stonewall Award so that all LGBTQ+ students, including those from a disadvantaged background, receive the best support and therefore fully engage with their learning</i>	<p>Stonewall's 'School Report', 2017 states:</p> <p>One in five LGBT pupils overall (20 per cent) have considered changing schools because their school is not a supportive environment for them as an LGBT person, and six per cent of</p> <p>LGBT pupils have gone on to change schools for this reason.</p> <p>Two in five bullied LGBT pupils (40 per cent) – including half of</p> <p>bullied trans pupils (51 per cent) – have skipped school because of bullying about being LGBT.</p> <p>More broadly, seven in ten LGBT pupils (70 per cent) – including eight in ten trans pupils (80 per cent) – have skipped school overall. Girls and non-binary pupils are more likely than boys to skip school more than once – 60 per cent of non-binary pupils and 53 per cent of girls have done so, compared to 47 per cent of boys.</p>	1, 4 and 5
<i>Further develop the in-house Alternative</i>	"Disadvantaged students are 4 x more likely to be excluded."	1 and 4

<i>Provision for students in KS4 to improve outcomes, attendance and engagement of identified students</i>	Peter Humphries, Senior HMI, Secondary Education Pupil Premium Conference, 2018. Providing them with an alternative provision and shaping the curriculum to meet their needs will avoid this.	
<i>Improve home school liaison and relationships by helping to remove potential barriers to attendance e.g. uniform, equipment and food poverty</i>	The Department for Education (DfE) published research in 2016 which found that: <ul style="list-style-type: none"> • The higher the overall absence rate across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4; • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above at KS2, than students that missed 10-15% of all sessions; • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons. 	4
<i>Incorporate attendance recognition into the rewards system</i>	See above	4
<i>Ensure all disadvantaged students have an IT resource to support homework and remote learning</i>	EEF 'Teaching and Learning Toolkit' 2018 suggests digital technology can add up to +4 months progress.	1, 2 and 3
<i>Support disadvantaged students' participation in the Duke of Edinburgh Award Scheme</i>	Nationally accepted and evidenced cultural and social mobility development activity. Externally assessed and awarded. EEF 'Teaching and Learning Toolkit' 2018 suggests +4 months progress for outdoor adventure learning.	5 and 6
<i>Support disadvantaged students' participation in the Brilliant Club programme</i>	"Between 2018 and 2020, we commissioned researchers at the University of Cambridge to evaluate the impact of The Scholars Programme. The evaluation had two phases. Firstly, the University of Cambridge carried out a desk-based review of the charity's research and impact work to date. Secondly, the University of Cambridge	6

	<p>conducted a randomised controlled trial (RCT) to assess the impact of The Scholars Programme on pupils' cognitive outcomes."</p> <p>The Brilliant Club website</p>	
<i>Support disadvantaged students to access peripatetic music lessons</i>	EEF 'Teaching and Learning Toolkit' 2018 suggests arts participation can add up to +2 months progress.	6
<i>Support disadvantaged students' participation in trips and residential to build cultural capital</i>	<p>The Learning Away Project, a six-year research study funded by the Paul Hamlyn Foundation, found the following benefits of participating in trips and residential:</p> <ul style="list-style-type: none"> • Improving students' engagement with learning; • Improving students' knowledge, skills and understanding; • Supporting students achievement; • Fostering deeper relationships between peers and students and teachers; • Improving students' resilience, self-confidence and wellbeing; • Boosting cohesion and a sense of belonging; • Widening and developing pedagogical skills. 	5 and 6

Total budgeted cost: £429,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Disadvantaged students will continue to diminish the gap compared to their non disadvantaged peers, in terms of progress measure P8, and attainment measures EBACC and BASICS

Results from GCSE examinations in the Summer of 2022 show that disadvantaged students at OSCA continue to perform better than disadvantaged students nationally. The gap in progress remains slightly lower than the last validated national gap is on a trajectory to narrow further. Attainment 8 for disadvantaged students is better than that achieved through the TAG process in 2021 (+5.3). Similarly, all other measures for disadvantaged were significantly better than achieved through the TAG process and show a sharper rise than for non-disadvantaged:

- 95 Basics = +16%
- 94 Basics = +22%
- EBACC Average Points = +0.6

Results from GCSEs this year as follows:

	ALL	Dis	nDis
PROGRESS 8	0.27	-0.02	0.43
ATTAINMENT 8	49.9	44.5	52.8
95 BASICS	40%	35%	43%
94 BASICS	67%	58%	71%
EBACC AV PTS	4.2	3.7	4.5

Gaps continue to narrow for all measures above based on previous years.

Attendance gap continues to diminish

We have continued to work hard to improve the attendance of all students to pre-Covid levels. Whilst we have not quite achieved this yet, attendance is on an upward trajectory. The attendance of disadvantaged students has increased last year 2.5% compared with the previous year whilst the attendance of non-disadvantaged students actually dropped slightly (0.5%). Attendance of disadvantaged students for this academic year so far (2022-23) is already +4% on the previous year. We expect that by the end of this year we will be nearing pre-Covid levels of attendance.

Attendance across all groups at OSCA remains strong when judged against the national picture.

As we move into the second year of this three year strategy we expect to see significant improvement continue in the areas above and in our other intended outcomes (see earlier).

Externally provided programmes

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

Programme	Provider

Further information (optional)