

Pupil premium strategy statement – Ormiston Sandwell Community 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
Number of pupils in school	1168
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	15 th October 2024
Date on which it will be reviewed	20 th September 2025
Statement authorised by	Adrian Price
Pupil premium lead	Alex Kettle
Governor / Trustee lead	Vishal Soni

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£398,881
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>) *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.	£0
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>	£398,881

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive academy, we are committed to providing an inspirational and inclusive teaching and learning environment with outstanding teaching and learning for all student, regardless of background. 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 and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers that the students within our community 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

Excellence through Scholarship

Excellence through Compassion

Excellence through Aspiration

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.

This plan has in part been informed by consultations with staff, students and parents and is designed to ensure that all students can achieve maximum progress and success, regardless of background.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of aspiration
2	Low levels of engagement, motivation and participation
3	Lack of access to opportunities to develop cultural capital understanding and awareness
4	Lower levels of literacy, numeracy and oracy
5	High levels of social, emotional and mental health issues

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
Reduce the attainment and progress gap between disadvantaged students and their non disadvantaged peers	<p>The disparity between the P8 figure for DS and non DS students is reduced from a baseline of 0.41</p> <p>The difference between the A8 score between DS and non DS students is reduced from a baseline of 9.1</p>
Improve attendance levels	Attendance of DS students to be in line with non DS students
Improve literacy and numeracy levels so that students can access the curriculum, and improve oracy skills so that students can effectively articulate	<p>90% of students in KS3 are able to read at least in line with their chronological age</p> <p>4+ and 5+ basics gap to narrow</p> <p>P8 to improve to 0 so students are making progress at least in line with national average</p>
Increased aspirations of students, with a particular focus on their future destinations	<p>Increase in the number of disadvantaged students successfully completing the Brilliant Club programme</p> <p>0% NEET</p> <p>Increased percentage of students going on to study at an academic P16 provider (Sixth Form/Sixth form College) to improve to in line with national average</p>

Students have a access to a range of opportunities to enhance their cultural capital and these are well attended by disadvantaged students	100% of DS students to have attended at least one trip or opportunity Increased proportion of DS students completing Duke of Edinburgh
Improved engagement and motivation of disadvantaged students and lower levels of behavioural incidents	Suspension and exclusion rates for DS students to be in line with non DS
Students' social, emotional and mental health is improved	Improved engagement in learning and SEMH Student voice regarding welfare and support is positive

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
A comprehensive programme of CPD opportunities including support staff alongside teaching/leadership.	EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap significantly.	1,2,3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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GL Assessments used in KS3 to track student progress, identify gaps in learning and inform targeted intervention	"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." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy	2, 4
Provide a wide range of targeted interventions through the SEND department (e.g. literacy and numeracy)	EEF: 'Improving Literacy Guidance Report' (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. 'Teaching and Learning Toolkit' suggests +3 months progress for individualised instruction, +4 months progress for small group tuition and +6 months progress for reading comprehension strategies	2,4
Accelerated Reader programme	"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 EEF: 'Teaching and Learning Toolkit' suggests +6 months progress for reading comprehension strategies	4
Targeted intervention for KS4 (to include study support and revision sessions)	EEF: Teaching & Learning Toolkit: Extended school time (+ 3 months) +8 months progress for metacognition and self-regulation	2,4
Continue to implement The Brilliant Club	The Brilliant Club Annual Impact Report	1,2,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide a wide range of targeted interventions through Thrive (mentors/counsellor) to help improve students' SEMH	EEF: Teaching and Learning Toolkit suggests +4 months progress for social and emotional learning.	5
Deliver a Mental Health Recovery Curriculum through the Character Development programme.	EEF: Teaching and Learning Toolkit suggests +4 months progress for social and emotional learning.	5
Support disadvantaged students' participation in the Duke of Edinburgh Award Scheme	EEF: Teaching and Learning Toolkit suggests +4 months progress for outdoor adventure learning.	1,2,3
Support disadvantaged students' participation in trips and residential to build cultural capital	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: <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 	1,2,3

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic outcomes

Key Stage 3

The work undertaken to improve literacy rates in KS3 and especially upon entry is having an impact. In GL Assessments, Year 9 scored in line with the national average for spelling and narrative comprehension and well above the national average for non-narrative comprehension (+7%). Year 7 scored above the national average in spelling, narrative and non-narrative comprehension.

Key Stage 4

The attainment gap is narrowing to ALL students nationally:

-the % of disadvantaged students attaining basics 5+ has risen by 7.1% points since 2019. The attainment of disadvantaged students in English at grades 5+ is high and has improved by 6.6% points. Maths attainment for disadvantaged students is improving from 20% in 2019 to 25.3% in 2024.

-the % of disadvantaged students attaining Basics 4+ improved to 2022 and generally shows a stable trend since then. Disadvantaged student attainment at 4+ in English is 38% and maths 41% shows a reduction in outcomes post-pandemic.

There is an overall progress gap which continues to be actively addressed by the academy. However the work being undertaken to improve rates of literacy, narrow the vocabulary gap and encourage a love of reading is having a strong impact: the progress in English for disadvantaged students is exceptional - +0.3 in 2023. But this has shown a decline in 2024 with Language achieving -0.33 and Literature achieving -0.27 in 2024

Measure	2019	2020	2021	2022	2023	2024	2018+ Trend
Basics 5+	17%	31%	19%	35%	25%	24.1%	
EBacc 5+	-	-	-	43%	15%	3.8%	
English 5+	39%	58%	35%	63%	54%	45.6%	
Maths 5+	20%	31%	20%	38%	25%	25.3%	
Basics 4+	41%	54%	37%	58%	39%	38.0%	
EBacc 4+	-	-	-	53%	37%	5.1%	
English 4+	56%	71%	60%	90%	71%	58.2%	
Maths 4+	46%	58%	42%	73%	41%	38.0%	
P8 English	0.01	0.05	-0.03	0.09	0.3	-0.21	

Overall P8 of students with PP = -0.57

Attendance

Attendance for all students improved to over 91% in HT5 higher than the FFT national figure for ALL students in 2022/23
 Disadvantaged student attendance improved to above 87%+ to HT5 – 2%+ higher than the national average attendance for disadvantaged students. FFT national data for PP students is 85.6%.

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)

<p>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</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.