



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Bushfield Academy
Number of pupils in school (as at Oct 2021)	1063 Yr 7-13 928 Yr 7-11
Proportion (%) of pupil premium eligible pupils	361 Yr 7-11 38.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021-Aug 2024
Date this statement was published	22/10/21
Date on which it will be reviewed	21/10/22
Statement authorised by	Governing Body
Pupil premium lead	Heather Forrester
Governor / Trustee lead	Jenny Farnham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,645
Recovery premium funding allocation this academic year	£64,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£368,870

## Part A: Pupil premium strategy plan

### Statement of intent

1. Our overarching aim for Disadvantaged students is to raise their attainment and progress by ensuring they have Opportunities, Belief and Aspirations.
2. This strategy will outline how we will use the additional funding to support students in
  - Catching up lost education during Covid-19 pandemic
  - Developing a stronger sense of self worth and ambitions leading to greater progress onto Post 16 courses of study/apprenticeships.
  - Closing the gaps that existed on entry with us from KS2
3. The current pupil premium strategy is aligned with whole school main priorities of : Inclusive Education, Rich Cultural Capital and Reading for Betterment. Focusing on these areas will support our Disadvantaged students to progress and achieve at higher levels.
4. The key principles in the strategy are that every lesson should be inclusive of the needs of Pupil Premium students, all enrichment activities should be available to them regardless of financial barriers and improved literacy levels will allow greater access to a full and broad curriculum.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Disadvantaged students were disproportionately affected by the loss of education through the Covid Pandemic.
2	Disadvantaged students have fewer opportunities to develop rich cultural capital outside of the school environment.
3	Disadvantaged students join us from KS2 with lower levels of literacy than their non-Disadvantaged peers.
4	Disadvantaged students have less interaction with professionals from ambitious careers and need support in understanding the potential gains earned from higher levels of academic achievement in future careers.
5	Disadvantaged students often respond well to positive feedback, praise and encouragement.

## 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 to be more motivated to aim high, and accelerate their progress so as they can attain well.	To be seen in the outcomes of Disadvantaged students, to improve on A8 of 39.7 and P8 of -0.22 in 2019. Improve aspirations, particularly in year 11, so as destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort. NEET figures to remain low
Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), and the gap to other students to continue to close.
Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance of disadvantaged students to improve on attendance with a target of 95%.
Improved confidence and ability to work independently and develop meta cognition	To be seen in the outcomes of Disadvantaged students, to improve on A8 of 39.7 and P8 of -0.22 in 2019. For students to actively engage in their own learning outside of the classroom.
Reduce the disproportionate impact of Covid 19 on core knowledge gaps for disadvantaged students.	Internal assessments and tracking from each subject area, evaluated in Team Improvement Plans.

## 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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pivotal Ethos – Whole School approach to behaviour management. Praise in public, sanction in private.</p>	<p>Disadvantaged students are more likely to respond to positive feedback and encouragement. Pivotal helps to build positive relationships and changes students mind-set towards education and learning.</p> <p><b><u>EEF Behaviour Interventions + 4 months.</u></b></p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. This behaviour approach aims to reduce overall disruption and provide tailored support where required. It is important that as a school we invest in developing all staff to ensure high quality delivery and consistency in Pivotal Ethos across the whole school.</p>	<p>All 361 students</p>
<p>Inclusive education. CPD training for all staff on barriers to learning and ‘top 10 tips’ for disadvantaged, closing the gap.</p>	<p>There is a common strategy across the school in the teaching of disadvantaged students, using questioning, feedback, seating plans and high quality teaching throughout every year group will start to reduce gaps throughout a student’s education.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b></p> <p>It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</p>	<p>All 361 students.</p>
<p>High quality teaching and learning. CPD on The Inclusive</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. To ensure disadvantaged students are being challenged and set high expectations.</p>	<p>All 361 students.</p>

classroom and ongoing strategies for inclusion.	<p>Quality teaching first – ensuring that the teacher in each class with high proportions, is the best placed practitioner to ensure progress is made.</p> <p><b><u>EEF Behaviour Interventions + 4months.</u></b>  <b><u>EEF Metacognitions +7 months.</u></b> Metacognition’s aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.</p>	
Additional teacher in English Maths and Science	<p>This is particularly important in recognising the core knowledge missing through lost education in the Covid pandemic. Smaller classes mean that teachers can more accurately see where misconceptions in the 3 main subjects have arisen and set to intervene in correcting these misconceptions. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Budgeting for and additional teacher in English, Maths and Science allows for smaller teaching groups.</p> <p>Smaller teaching groups allows for closer monitoring and support.</p> <p><b><u>EEF Behaviour Interventions + 4months.</u></b>  <b><u>EEF Metacognitions +7 months.</u></b>  <b><u>EEF Reducing Cass Sizes + 2months.</u></b> Reducing class size appears to result in around two months' additional progress for pupils, on average. Whilst it is accepted that small reductions in class sizes in normal circumstance are unlikely to be cost effective compared with other interventions. However in the unprecedented times of Covid and the need for higher quality, personalised learning for students, previous research studies are limited in use and the ability to have smaller classes will allow teachers more time for each student to diagnose misconceptions or where additional learning gaps have arisen, subsequently closing these gaps.</p>	All 361 students.
Targeted questioning – CPD training for all staff	<p>Improved confidence and ability to work independently and develop meta cognition Using questioning techniques to allow more verbal feedback.</p> <p>Questions are a quick way to establish the quality of learning. Ensuring that every disadvantaged student is asked a question every lesson will allow teachers to assess the level of understanding, any gaps in knowledge and encourage students to participate in every lesson.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b></p>	All 361 students.
My Tutor	<p>Digital technology can be used effectively to provide individualised instruction. 1-2-1 tutoring to support students with improving the misconceptions in English, Maths and Science along with reducing the gaps that widened during the Covid Pandemic.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b></p>	All 361 students.

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

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Atlantis House support for those most in need of individual support.</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. For a small number of students who find mainstream education difficult to access, alternative provision is made to ensure they have the necessary support to ensure they complete their education.</p> <p>Students who find mainstream schooling most difficult will often become disengaged and cause behavioural problems that disrupt the learning of other students. Placing these students into a learning environment that allows them to thrive benefits not only the small number of students within the provision, but also those students who are now able to benefit a more conducive learning environment in mainstream schooling.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b>  <b><u>EEF Behaviour Interventions + 4months.</u></b>  <b><u>EEF Reducing Class Sizes + 2months.</u></b>  <b><u>EEF Small group tuition + 4 months.</u></b> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>11</p>
<p>Seating Plans</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved confidence and ability to work independently and develop meta cognition. Seating plans should place disadvantaged students in a positive environment and allow them to be easily monitored by the teacher.</p> <p>Disadvantaged students who lack confidence will often seat themselves at the back of a room, or in a place they can easily 'hide'. Seating plans will prevent this from happening and make disadvantaged students more prominent in the classroom.</p> <p><b><u>EEF Individualised Instruction + 4 months</u></b></p>	<p>361 students</p>



<p>Marking disadvantaged students work as a priority</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Feedback is shown in the EEF toolkit to be one of the most effective strategies for improving performance. Marking and feedback should always be formative and allow students to understand errors and make improvements.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b></p> <p><b><u>EEF Metacognition +7 months.</u></b></p> <p><b><u>EEF Feedback + 6 months.</u></b> Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback. All staff are allocated an extra marking lesson, English staff are allocated 2, to ensure high quality and timely feedback.</p>	<p>361 students</p>
<p>After school intervention</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Small group sessions outside of school hours support students in their GCSE year to embed their learning.</p> <p>A planned intervention programme is put together by an Assistant Principal overseeing Outcomes, who focusses on disadvantaged students first to ensure they are accessing additional support that it most needed.</p> <p><b><u>EEF Extended School Hours + 3months.</u></b> Research has shown that on average, pupils make three additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>60 approx per year.</p>
<p>Online tutoring</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. 1-2-1 online tutoring is provided free of charge in English, Maths and Science.</p> <p>Online tutoring allows students to gain individual support. Often non disadvantaged students might be able to afford private tutors to help them in areas they find difficult. Online tutoring makes this possible for disadvantaged students.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b></p> <p><b><u>EEF Metacognition +7 months.</u></b></p>	<p>Approx. 60 per year on targeted rotation.</p>
<p>Covid Coaches</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. EEF evaluations show on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Covid coaches will work regularly with students and Subject Leads to identify gaps, misconceptions and progress.</p> <p><b><u>EEF One to One Tuition +5 months</u></b></p>	<p>Approx. 60 per year on targeted rotation.</p>

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

Budgeted cost: £ 38,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised Revision Planners	<p>Improved confidence and ability to work independently and develop meta cognition. Revision planners will set tasks to be completed every week to help students plan effective and SMART revision.</p> <p>Metacognition and learning to learn are considered to be the most effective tools in closing the gap according to EEF. The revision planners, help students know what work they should be doing and give them guidelines about how much time and what tasks should be done for every subject they study. This support often comes from parents who have experienced educational success, and therefore providing all students with the tools they need to revise successfully will benefit students from disadvantaged backgrounds the most.</p> <p><b><u>EEF Individualised Instruction + 4 months.</u></b>  <b><u>EEF Metacognition +7 months.</u></b></p>	Approx 120
Successful Outcomes Evening	<p>Metacognition is a key strategy from EEF and this event will allow students and parents to understand the importance of independent learning outside the classroom and making the most of revision time.</p> <p>A wide variety of 'stalls' will be available to parents and students so that they can find out ways to get more out of revision and independent learning time. 'Working smarter, not harder.'</p> <p><b><u>EEF Metacognition +7 months.</u></b></p>	Approx 60
Attendance and Early Help Assessment Team	<p>Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Supporting families and ensuring students attend school. Attendance is typically lower in the disadvantaged sub group when compared to their non-disadvantaged peers. Improving attendance and breaking down barriers for students accessing education is key to developing a success culture and raising aspiration.</p> <p><b><u>EEF Parental Engagement +4 months.</u></b> Increasing parental engagement has a positive impact on progress of, on average, four months. There is some evidence that supporting parents with their first child will have benefits for siblings            And although there is greater impact with younger children, with the challenges created by Covid – the need to engage parents throughout secondary school has become paramount.</p>	Approx 30 families

<p>CIAG</p>	<p>Careers has been embedded within the culture of the school. Throughout the academic and pastoral curriculum the school ethos of Opportunity, Belief and Aspiration is key with regular and insightful information, advice and guidance.</p> <p>The careers strategy is underpinned by the belief that all students should leave school with the requisite skills, knowledge and opportunities to have a successful career. The coronavirus pandemic is primarily a global health crisis. However, the lockdown measures put in place to reduce the impact of the virus spreading and reduce strain on the NHS have resulted in the greatest rise in unemployment anyone alive today has ever witnessed (Evans and Dromey, 2020). Of particular concern, it is vulnerable young people that are most likely to feel the impact of unemployment as a result of the coronavirus lockdown (Xu and Joyce, 2020). Thus, when considering the demographic that OBA serves and the legacy of lockdown to employment, careers education needs to be at the forefront of everything that the school does.</p>	<p>202 Yr 9-11</p>
<p>Enrichment Programme</p>	<p>Rich cultural capital is a main priority across the whole school with training and significant work across the academy to offer, monitor and evaluate the enrichment activities available to students.</p> <p>A well-planned enrichment programme accessible to all students will allow Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Allows students to access educational visits that will enhance classroom-based learning.</p> <p>Visiting places outside of the locality and linked to the curriculum both raises understanding and aspiration.</p> <p><b><u>EEF Arts Participation + 3 months.</u></b> Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.</p>	<p>All 361 students</p>
<p>Reading for Betterment</p>	<p>Reading for Betterment is a whole school strategy focusing on the learners understanding of the written text. <a href="#">The Sutton Trust (2019)</a> has undertaken significant research with regards to disadvantaged students. One of their findings is that children from the poorest backgrounds are 2 years 4 months of schooling behind children from the wealthiest backgrounds at age 15. England is 23<sup>rd</sup> out of 32 countries in average reading test scores. This gap has widened during the pandemic and the need to improve literacy and a love of reading is paramount. The research showed that 'there is a substantial socio-economic gap in children's reading skills in England'. Disadvantaged boys have even wider gaps with the gap between high achieving disadvantaged boys and high achieving advantaged boys being between 2-2.5 years.</p> <p>We have invested both time and financial resources towards improving literacy levels and encompassing a love of reading for students. Disadvantaged students are a the centre of this planning due to their lower literacy levels on entry in KS2 and the accessibility to high quality reading materials being limited. Prizes at prize giving events are books with disadvantaged students being proportionally represented in these. Staff are aware of who the disadvantaged students are and engage them within lessons and tutor time with the extended reading material.</p> <p><b><u>EEF Reading Comprehension +6months.</u></b></p>	<p>All 361 students</p>
<p>Peer Tutoring</p>	<p>Following Covid 19 restrictions of year bubbles being removed we will now re-introduce our well established peer mentoring programme. Peer tutoring will typically occur between 6<sup>th</sup> form students who have experienced academic success in particular subjects and are studying them at a higher level. The 6<sup>th</sup> form student will be matched to a younger student to develop a particular area of knowledge that has been identified by the CTL as missing.</p>	<p>142 Yr9/10 students potential for</p>

	Peer tutoring on average has a positive impact on both tutees and tutors. It is most effective when used to review or consolidate learning – prior learning gaps in this case. 6 <sup>th</sup> form receive training on how to mentor to make their sessions more impactful. 4-10 weeks or 4/5times per week appears to give the most impact. Peer tutoring studies by the <b>EEF Peer Tutoring +5months</b> . Studies show that those with low levels of attainment and SEND students make the biggest gains.	moving into YR7/8
1-2-1 IAG	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Psychometric testing and follow up 1-2-1 careers advice meeting with Level 6 qualified person.  Raising aspirations and educating students about different career paths will allow students to find out about careers that they may not have seen within their own family setting.  <b>EEF Individualised Instruction + 4 months.</b> <b>EEF 1-2-1 Tuition + 5months.</b> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	202 Yr 9-11
Educational Outreach Worker	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. We work closely with a consortium of universities and an outreach worker who will support disadvantaged students and help them understanding and access higher education.  Often students from disadvantaged backgrounds don't consider higher education as a realistic option. The aim here is to increase understanding about university and higher level apprenticeships and encourage those for whom this is suitable to raise their aspirations. <b>EEF Individualised Instruction + 4 months</b>	202 Yr 9-11
Uniform Support	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Ensuring students are able to arrive at school ready to learn, with correct clothing, removes barriers to coming into school. Helping families most in need with providing the basics, will remove barriers such as 'feeling different' and help attendance.  <b>EEF School Uniform Support Minimal Impact.</b> There is some evidence that free school uniforms improve attendance in areas of very high poverty. <b>Internal evidence</b> has shown that in cases where uniform has been provided, both <b>attendance and behaviour incidents have improved</b> significantly.	Approx 15 students

**Total budgeted cost: Teaching £120,000, Targeted Support £210,000, Wider Participation £38,870 = £368,870**

## 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 2020 to 2021 academic year.

Covid-19 brought new challenges to the Academy and engaging students in 'home learning' was difficult for all families but even more so for the disadvantaged students. The Academy provided disadvantaged families with 132 devices and a further 40 DfE devices supplied through OAT. Further to this, 15 4G WiFi dongles were purchased with Data sim-cards to provide internet access for students for those with no broadband access.

We were able to support vulnerable students throughout the Covid pandemic with learning in school in small groups. Many of our disadvantaged families fell into this bracket and for the students educated onsite throughout the pandemic, we were able to balance mental health and well being activities alongside supporting their academic progress.

From January 5th 2021 Live Lessons were offered to KS5 and KS4, with KS3 receiving Remote Learning activities. From 11th January, 60% of lessons were offered 'Live' to all Key Stages. From 18th January the Academy aimed for 90%+ of lessons to be delivered 'Live' in their timetabled periods throughout the day. Staff on the Key Worker rota set Remote Learning.

Lesson attendance was monitored by staff and absences reported to Year Teams for recording purposes. OAT set a benchmark for attendance and engagement at 60%, as an Academy we set an internal level of 75%. Year teams made phone calls home for students not achieving this to support engagement in lessons, with high priority placed on Disadvantaged families. Engagement of work completed was monitored by CTLs, concerns of lack of work completed was communicated home by teaching staff. If engagement and completion of work remained a concern Year Teams would again make phone calls home. Disadvantaged Students attendance achieved 85% of live lessons showing that the actions put into place were effective. Disadvantaged students were supported with home learning where it wasn't possible to join in the live lesson but the significant support for Year Teams and support workers, as well as teaching staff.

Given the unprecedented times of Covid and financial resources being diverted to the provision of electronic devices, additional pastoral and academic support, Covid Coaches and intervention the actual Pupil Premium spend varied greatly from the original plan. However, measuring against the intended outcomes of the plan:

- 1) Disadvantaged students to be further inspired to #aimfor5+, and develop their progress so as they can attain well to support future pathway choices. Outcomes of summer exams through P8 and A8 scores will demonstrate a clear increase against prior external exams from 2019 series. Whilst Progress measures are not validated progress of DS improved from -0.22 in 2019 to + 0.2 in 2021. The 2021 results showed that 19.2% of Disadvantaged students achieve 9-5Basics, with 42.3% gain 9-4 Basics. This remains a key area to improve this year.
- 2) Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Cumulative points will be compared from 2018-19 (as a full academic year). Behaviour incidents for all students fell significantly across the year, Even excluding the Covid impact, when comparing like for like periods, behaviour points for Disadvantaged students have reduced by 24%.
- 3) Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Attendance team to provide termly updates for Year Teams to monitor. As already explained the attendance of students across the UK from both Disadvantaged and non-disadvantaged backgrounds dropped significantly. Attendance at live lessons for Disadvantaged students was 85%, exceeding targets set by the trust and internally.
- 4) Ensure Disadvantaged students receive access to devices in order to work from home. Support students in their work to improve confidence and ability to work independently and develop meta cognition and recall. This was achieved and all students who needed a device were given one and the high levels of live lesson attendance is evidence that this aim was met.