

Pupil premium and Recovery premium strategy statement

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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 Bushfield Academy
Number of pupils in school	1,028 (KS3 – KS4) 1,198 (KS3 – KS5)
Proportion (%) of pupil premium eligible pupils	37.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-Aug 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governors
Pupil premium lead	Jonathan Hate
Governor / Trustee lead	Emma Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	360,128
Recovery premium funding allocation this academic year	94,392
Student Led Tutoring	23,557
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	478,077

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.

Challenge number	Detail of challenge
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 44.06 and P8 of - 0.08 in 2022. 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 44.06 and P8 of - 0.08 in 2022. 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.	Employ and utilise 2 additional Teaching Assistants to support the transition of students from KS2 into KS3 and improve misunderstandings or gaps that have arisen from missed education of disadvantaged students.

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: £ 180,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pivotal Ethos – Whole School approach to behaviour management. Praise in public, sanction in private.</i></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><u>EEF Behaviour Interventions + 4 months.</u></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. Continued CPD for all staff, with a key focus on embedding this approach for new staff during training sessions.</p>	<p>All 427 students</p>
<p><i>Inclusive education. CPD training for all staff on barriers to learning and 'top 10 tips' for disadvantaged, closing the gap.</i></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><u>EEF Individualised Instruction + 4 months.</u></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 427 students</p>
<p><i>High quality teaching and learning. CPD on The Inclusive</i></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 427 students</p>

<p><i>classroom and ongoing strategies for inclusion. Access to NPQ qualifications and SKE courses.</i></p>	<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><u>EEF Behaviour Interventions + 4months.</u> <u>EEF Metacognitions +7 months.</u> Metacognition’s aim to improve learning by getting learners to think about their own learning more explicitly to take increased responsibility for their own achievement.</p>	
<p>Additional teacher in English Maths and Science</p>	<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 an 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><u>EEF Behaviour Interventions + 4months.</u> <u>EEF Metacognitions +7 months.</u> <u>EEF Reducing Cass Sizes + 2months.</u> 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>	<p>All 427 students</p>
<p><i>Targeted questioning – CPD training for all staff</i></p>	<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. Training in use of Exit Tickets has proven especially effective in supporting teachers address misconceptions and common errors – allowing for more effective lesson planning.</p> <p><u>EEF Individualised Instruction + 4 months.</u></p>	<p>All 427 students</p>
<p><i>Covid Catch up Tutoring</i></p>	<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><u>EEF Individualised Instruction + 4 months.</u></p>	<p>Approx 85 students</p>

<p><i>1 Additional TA on 1 year contract, 1 TA Apprentice</i></p> <p><i>2 x Learning Assistants on 1 year contracts also providing mentoring.</i></p>	<p>Teaching Assistants can provide a large positive impact on learner outcome, if they are trained and deployed strategically. Targeted deployment where teaching assistants are trained to deliver intervention to small groups or individuals has higher impact. Ensuring there is investment in developing the teaching assistants to deliver structured intervention is a cost-effective approach to improving learner outcomes and most impactful where support supplements the teaching rather reducing the interactions in the classroom through withdrawal.</p> <p><u>EEF Teaching Assistant Interventions + 4 months</u></p>	<p>Approx 50 students.</p>

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

Budgeted cost: £ 250,109

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><u>EEF Individualised Instruction + 4 months.</u> <u>EEF Behaviour Interventions + 4months.</u> <u>EEF Reducing Class Sizes + 2months.</u> <u>EEF Small group tuition + 4 months.</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>12</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><u>EEF Individualised Instruction + 4 months</u></p>	<p>All 427 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><u>EEF Individualised Instruction + 4 months.</u></p>	<p>All 427 students</p>

	<p><u>EEF Metacognition +7 months.</u></p> <p><u>EEF Feedback + 6 months.</u> 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>After school intervention</p> <p><i>Year 11 intervention, homework clubs</i></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><u>EEF Extended School Hours + 3months.</u> Research has shown that on average, pupils make three additional months' progress per year from extended school time and 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>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 (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><u>EEF One to One Tuition +5 months</u></p>	<p>Approx. 60 per year on targeted rotation.</p>

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

Budgeted cost: £ 47,411

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><u>EEF Individualised Instruction + 4 months.</u></p> <p><u>EEF Metacognition +7 months.</u></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><u>EEF Metacognition +7 months.</u></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 subgroup 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><u>EEF Parental Engagement +4 months.</u> 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>205 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><u>EEF Arts Participation + 3 months.</u> 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 427 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. The Sutton Trust (2019) 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 23rd 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><u>EEF Reading Comprehension +6months.</u></p>	<p>All 427 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 6th form students who have experienced academic success in particular subjects and are studying them at a higher level. The 6th 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 th 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 EEF Peer Tutoring +5months . 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. EEF Individualised Instruction + 4 months. EEF 1-2-1 Tuition + 5months. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	205 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. EEF Individualised Instruction + 4 months	205 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. EEF School Uniform Support Minimal Impact. There is some evidence that free school uniforms improve attendance in areas of very high poverty. Internal evidence has shown that in cases where uniform has been provided, both attendance and behaviour incidents have improved significantly.	Approx 25 students

Total budgeted cost: Teaching £164,000, Targeted Support £243,109, Wider Participation £47,411 = £454,520

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 2022 to 2023 academic year.

Covid Catch up Funding 2022-23 review:

A good Covid coach is the right approach for the impact on our students, recruitment is a challenge, university graduates looking at teaching experience is the pool of candidates to explore. The main strategy is to assess students expected performance and analyse which students can benefit from weekly small group tutoring in core subjects English, Maths and Science. This is decided on a departmental basis looking at results from internal assessments. Once students are identified they are allocated to a group, tuition sessions take place in blocks between 6 – 12 weeks. Sessions are tailored to the identified need. The decision to do this in-house allows for more flexibility on the who benefits, when the sessions take place, and the topical sessions meet the needs for our curriculum. For students in Year 11, additional online subject-specific tutoring has been accessed where needed for those transferring into Year 11 from other schools.

Figures for support

Students supported since September 2021: 166 - total hours 1,515

Year Group	11	10	9	8	7	Total
Numbers	50	42	35	19	20	166

Access to Electronic Devices:

We continued to provide access to Chromebooks for our Disadvantaged learners to support with accessing homework, coursework completion and supporting revision platforms. Maintenance of the devices bought in 21-22 was a priority for this year to ensure these remain useable, with

replacement batteries, trackpads and keyboards being needed. Further investment in Chromebooks will be explored in our next 3-year review due to our increasing number of families requiring electronic support. This has also been impacted in our Academy Trust moving to Microsoft 365 and Teams, which is less accessible for students with only mobile/gaming devices. Based on Year 11 outcomes, this has been a successful investment and one that we will continue.

Academic Achievement (currently awaiting the validated data)

Note from the DfE regarding comparative data from 21/22:

- Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.
- Changes were also made to the way school and college performance measures were calculated.
- We do not recommend making direct comparisons with data from previous years or between schools or colleges.

Year	P8	A8	9-4	9-5
21/22 – OBA	-0.09	44.0	53%	32%
21/22 – National Avg.	-0.55	37.6	48.4%	29.6%
22/23 – OBA	0.10	42.7	56%	25%
22/23 – National Avg.	-0.57	34.9	43.1%	25%

Our results in Summer 2023 displayed a significant improvement in our outcomes for Disadvantaged learners. Our Yr11 Disadvantaged P8 score of 0.10 is an improvement on the National Progress 8 score of -0.57 for Disadvantaged learners, which notes our students are making more than half a grade progress. The gap between OBA Disadvantaged students and their Non-Disadvantaged peers is -0.58 in comparison of the National gap of

-0.74. Whilst this seems to note a small improvement, this is due to our Non-Disadvantaged students making above average progress in comparison to the National Average of 0.17.

25% of Disadvantaged students achieved Basics 5+, and 56% achieving Basics 4+, this is in comparison to the National Average for 4+ of 43.1% and 5+ of 25%. Therefore, supporting our Disadvantaged students achieve 5+ in our basic measures remains a clear target.

Our Disadvantaged learners achieved an A8 score of 42.7, with a gap of -9.1, which compares with the National Average score of 34.9 with gap of -15.3.

Attendance

As was anticipated the attendance for all students for the academic year 2022-23 was lower than in previous years due to the continued impact of Covid absences and this impact on students' mental health. As an academy we continued to follow our policy to ensure that all students who were unable to attend the Academy due to Covid followed recommended government guidelines in terms of isolation and thereby protecting the wider community. For those students unable to attend school, we continued to ensure high quality learning materials available remotely to support the progress of all students. Our further investment in the Welfare Team has supported student attendance, however, the continued impact on student mental health remains a priority. This year we are also bringing Think for The Future (TFTF) who will providing small-group mentoring for students who struggle with behaviour and attendance in school.

2022 - 2023

Overall Attendance	91.7%
Disadvantaged	87.5%
Non-Disadvantaged	93.7%