

Pupil Premium strategy statement – Ormiston Bushfield Academy

This statement details our Academy's use of Pupil 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.

Academy overview

Detail	Data
Number of pupils in Academy	1222
Proportion (%) of Pupil Premium eligible pupils	33.14%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024 – August 2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Dennis Kirwan
Pupil Premium lead	Chris Bishop
Governor / Trustee lead	Alan Measures

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£450,712
Pupil Premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your Academy is an academy in a trust that pools this funding, state the amount available to your Academy this academic year</i>	£450,712

Part A: Pupil Premium strategy plan

Statement of intent

OUR AIM FOR THE PUPIL PREMIUM GRANT

At Ormiston Bushfield Academy, we are committed to providing every student with the opportunity to achieve their personal best, regardless of their background. Our use of the Pupil Premium Grant reflects our ethos of *Opportunity, Belief, and Aspiration*, focusing on breaking down barriers to achievement and fostering equity in education. We aim to empower disadvantaged pupils by equipping them with strong educational foundations which align with our whole Academy priorities of ensuring our students experience an inclusive education, develop rich cultural capital and engage in reading for betterment. This ensures that they have the skills and confidence to excel in Academy and become strong and successful learners.

WHO BENEFITS FROM THE PUPIL PREMIUM GRANT?

The Pupil Premium Grant is used strategically to support students facing the most significant challenges. At the same time, we recognise the value of fostering an inclusive learning environment that benefits all. While the grant is targeted at disadvantaged pupils, some interventions are designed to elevate the overall standards of learning and progress for everyone, ensuring our values are reflected in how we support all learners.

UNDERSTANDING THE CHALLENGES OUR PUPILS FACE

We understand that every student's situation is unique, and the challenges faced by disadvantaged pupils are complex and varied. At Ormiston Bushfield Academy, we continually assess and adapt our approaches to meet the needs of our pupils, enabling our students to meet their potential. In our context, key barriers often include gaps in reading ages, numeracy, and access to resources that support independent learning.

HOW DO WE PLAN OUR STRATEGIES?

Our approach to using the Pupil Premium Grant is guided by evidence-based research and the shared expertise of our staff. Key resources include:

- The Education Endowment Foundation's *Teaching and Learning Toolkit*.
- Research on the reading and vocabulary gap and its impact on academic outcomes.
- The Sutton Trust's *Academy Funding and Pupil Premium 2021* report.
- The DfE's *Using Pupil Premium: guidance for Academy leaders*, February 2024
- Professional insights gained from working within our community.

KEY PRINCIPLES OF THE STRATEGY

The key principles of the Pupil Premium strategy at Ormiston Bushfield Academy reflect a commitment to inclusivity, opportunity, and academic success, emphasising alignment with the academy's core values of fostering excellence and equality in education.

1. **Inclusive lessons:** Every lesson is designed to address the needs of Pupil Premium students. By utilising evidence-based teaching approaches and ensuring high-quality classroom delivery, the academy creates an equitable learning environment that supports students' diverse academic and developmental needs. This aligns with the principles outlined by the Education Endowment Foundation (EEF) regarding effective teaching strategies as a key driver of student achievement.
2. **Accessible enrichment:** Financial barriers are systematically removed to ensure all Pupil Premium students can participate in enrichment activities. From access to the arts (such as the Royal Shakespeare Company collaboration) to STEM initiatives, these opportunities are integrated into the broader curriculum to encourage personal growth and exploration beyond the academic.
3. **Enhanced literacy for curriculum access:** Raising literacy levels is central to empowering students to engage with a broad and balanced curriculum. The academy employs research-backed interventions, such as Lexonik vocabulary building programs and comprehension strategies recommended by the EEF to support reading for betterment. This strategic focus ensures that students are well-prepared for future academic and career pursuits.

By integrating these principles, Ormiston Bushfield Academy ensures that its Pupil Premium strategy is both impactful and sustainable, contributing to the academy's mission to inspire excellence and build a supportive and inclusive learning community.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and the reading age gap: A significant number of disadvantaged pupils enter Year 7 with reading ages well below their chronological age, which hampers their ability to engage with the curriculum. To address this, the academy has invested in Lexonik, an evidence-based literacy program designed to rapidly improve reading age and comprehension skills.

2	Classroom instruction and cognitive overload: Disadvantaged pupils can struggle with retaining information due to cognitive overload. The academy provides targeted CPD for teachers, focusing on high-quality instructional strategies informed by Rosenshine’s Principles, such as regular review, scaffolding, and guided practice. These approaches ensure lessons are structured and accessible, promoting retention and understanding.
3	Attendance and engagement: Poor attendance among some disadvantaged students reduces their opportunities for learning. The academy’s dedicated attendance team works closely with families to improve attendance and engagement.
4	Behavioural challenges: Behavioural difficulties, often linked to external factors, affect some disadvantaged pupils. The academy addresses this through robust pastoral support and tailored behaviour interventions.
5	Financial barriers to enrichment: Disadvantaged pupils often face financial barriers to participation in enrichment activities and with inclusivity. The academy ensures inclusivity by funding these opportunities, fostering personal growth and broadening cultural capital.
6	Home learning support: Limited resources and support at home can impede independent study. To mitigate this, the academy offers revision materials for Pupil Premium students. Funding Academy uniform for Pupil Premium students also enables them to take pride in their appearance and feel confident in their approach to Academy.

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
To ensure disadvantaged pupils achieve progress comparable to their peers	<ul style="list-style-type: none"> - Improved Progress 8 scores for disadvantaged pupils in comparison to the national average (NA). - The percentage of disadvantaged students achieving 4+ and 5+ in English and Maths GCSEs meets/exceeds the NA. - Proportion of Pupil Premium students moving onto appropriate Level 2/3 courses Post-16

	are in line with non-Pupil Premium students, and NEET figures are to remain low.
To narrow the reading age gap for disadvantaged pupils through literacy interventions	<ul style="list-style-type: none"> - Reduction in the reading age gap by approx. 6 months average, as measured by Lexonik assessments - Improved comprehension and reading age - Higher levels of engagement in reading-focused activities
To promote high-quality teaching practices that reduce cognitive overload for disadvantaged pupils	<ul style="list-style-type: none"> - Evidence of Rosenshine-aligned teaching strategies observed in lesson evaluations - Disadvantaged pupils demonstrating strong engagement and retention of content, evidenced by a reduction in the attainment gap across subjects
To increase attendance and punctuality rates among disadvantaged pupils	<ul style="list-style-type: none"> - Attendance rates of disadvantaged pupils align with non-disadvantaged peers
To remove financial barriers to participation in enrichment activities	<ul style="list-style-type: none"> - Equal participation rates in extracurricular and enrichment activities for disadvantaged and non-disadvantaged pupils
To support positive behavioural and emotional outcomes for disadvantaged pupils	<ul style="list-style-type: none"> - Decrease in behaviour incidents and sanctions for disadvantaged pupils - Positive outcomes in mentoring and pastoral interventions
To prepare disadvantaged pupils for future success, including post-16 and university destinations	<ul style="list-style-type: none"> - Increased percentage of disadvantaged pupils progressing to appropriate post-16 study - High participation in careers and aspiration programs

Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 192,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD 'The OBA Way': A whole Academy approach to behaviour management and routines	Targeted CPD on 'The OBA Way', will support disadvantaged pupils by fostering positive relationships and a growth mindset. This includes bespoke CPD sessions focussed on supporting Pupil Premium students' The Education Endowment Foundation (EEF) reports that behaviour interventions, on average, improve academic performance by +4 months, alongside a reduction in disruptive behaviour. This approach is particularly effective for disadvantaged pupils. Ongoing staff CPD ensures consistent delivery of these strategies, maximising their impact across the Academy and improving outcomes for disadvantaged students.	2, 3, 4,
Staff CPD "Inclusive education": training for all staff on mental models for teaching and learning	There is a common strategy across the Academy in the teaching of disadvantaged students: creating purposeful routines, class wide engagement, and high-quality teaching throughout every year group will start to reduce gaps throughout a student's education. The EEF has reported that Individualised Instruction leads a boost in progress of +4 months.	2, 3, 4

Staff CPD: The inclusive classroom	Staff training on creating an inclusive classroom is key to supporting disadvantaged students and improving the overall learning environment. The EEF shows that inclusive strategies, such as consistent routines and differentiated instruction, can boost progress by +5 months and improve outcomes for all. These approaches help meet individual needs, reduce cognitive overload, and ensure that all students, including disadvantaged pupils, benefit. By embedding these strategies through CPD, staff can create a positive, equitable environment that improves achievement and behaviour across the board.	1, 2, 3, 4
Additional staffing in English, maths and science	Smaller class sizes, supported by additional teachers in English, maths, and science, allow for more personalised learning and closer monitoring of disadvantaged students. This helps identify misconceptions and close learning gaps more effectively. EEF research shows that smaller class sizes can increase progress by +2 months, while behaviour interventions (+4 months) and metacognition strategies (+7 months), that are more likely to occur in smaller classes, further enhance student outcomes. These approaches foster greater motivation and accelerated progress, providing targeted support where needed and ensuring all students can reach their potential.	1, 2, 3, 4

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

Budgeted cost: £ 224,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing costs for behaviour, support and welfare to support targeted intervention that enables academic achievement	Staffing is essential for closing the attainment gap between disadvantaged and non-disadvantaged students. EEF research highlights that strategies like behaviour interventions and individualised instruction can boost progress by +4 months each, ensuring tailored support for struggling pupils while maintaining a focused classroom environment. Small group tuition (+4 months) and reducing class sizes (+2 months) provide more targeted teaching, addressing misconceptions quickly. Alternative provisions for disengaged students allow them to thrive while improving the learning environment for peers in mainstream classes, ultimately benefiting all learners.	2, 3, 4,
After Academy interventions,	Small group tutoring and homework clubs significantly benefit disadvantaged students by providing targeted,	1, 4, 5,

including small group tutoring and homework clubs for KS3 and KS4	structured support. EEF evidence shows that extended Academy hours boost progress by +3 months, with disadvantaged pupils often making even greater gains. These interventions offer personalised guidance, helping students address learning gaps and reinforcing key concepts. Additionally, they provide a consistent environment for completing homework, removing barriers such as limited resources at home. This approach increases confidence, motivation, and academic achievement, narrowing the attainment gap for Pupil Premium students.	
Purchase of revision materials, Academy resources and textbooks for PP students	Providing disadvantaged students with revision materials, textbooks, and guides addresses inequalities in access to learning resources, promoting independent study and better exam preparation. EEF research shows that homework and study interventions supported by high-quality resources can lead to +5 months' progress. These materials help disadvantaged pupils consolidate knowledge, bridge learning gaps, and build confidence, reducing disparities in academic performance and ensuring they are better prepared to succeed alongside their peers.	1, 3, 5, 6

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

Budgeted cost: £ 33,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging parents and students in evening sessions to encourage active engagement from both stakeholders	Wider strategies, like hosting information evenings for parents on effective revision techniques and securing work experience, play a critical role in narrowing the attainment gap. EEF research indicates that parental engagement can lead to +4 months' progress, as informed parents can better support their child's learning at home. Work experience further builds aspirations and social and cultural capital, particularly for disadvantaged pupils, enhancing motivation and future readiness. These initiatives strengthen the Academy-home relationship, providing a collaborative approach that boosts attendance, engagement, and academic success for disadvantaged students.	3, 5, 6

<p>Engaging parents using the attendance and early help assessment teams</p>	<p>Disadvantaged pupils often face lower attendance rates than their non-disadvantaged peers, which hinders consistent learning and progress. These teams work closely with families to address barriers to Academy attendance, such as transport issues, family challenges, or lack of engagement, ensuring students have the support needed to attend regularly. The EEF evidence indicates that increasing parental engagement leads to an average of +4 months' progress, emphasising the importance of Academies working with families to create a culture of success and aspiration.</p> <p>Supporting parents, especially in accessing tailored help, ensures long-term benefits for all children in the household. By fostering collaboration between Academy and home, attendance teams contribute to building consistent routines and high expectations, enabling disadvantaged students to thrive academically and socially.</p>	<p>3, 4, 5,</p>
<p>Investment in providing a comprehensive careers education</p>	<p>Careers education is a powerful tool in closing the disadvantage gap by equipping students with cultural capital: the skills, knowledge, language and opportunities needed to succeed in the workforce. Embedding careers guidance within the academic and pastoral curriculum ensures that all students, particularly disadvantaged ones, receive regular, high-quality advice and support tailored to their aspirations. The EEF emphasises that aspiration raising interventions must be aligned with academic attainment strategies to have the greatest impact. By exposing students to diverse career pathways and facilitating employer interactions, Academies can boost engagement and motivation, translating into improved academic performance. Research also shows that effective careers education can mitigate barriers linked to socio-economic challenges, ensuring disadvantaged pupils are not left behind.</p> <p>A focus on employability skills through our skills builder framework, alongside academic qualifications, provides disadvantaged students with the confidence and preparation to secure meaningful post-16 destinations. These efforts address the long-term effects of socio-economic disparities, fostering a culture of aspiration and opportunity that helps bridge the attainment gap.</p> <p>Additionally, personalised CEIAG meetings with a Level 6 qualified careers advisor for year 11 students offer tailored advice, ensuring that Pupil Premium students, who may lack career networks at home, receive targeted support to make informed decisions about their future.</p>	<p>3, 4, 5</p>

<p>A comprehensive enrichment programme to provide a range extra-curricular opportunity</p>	<p>A well-planned enrichment programme can play a key role in closing the attainment gap, particularly for disadvantaged students. By offering access to a variety of enrichment activities, including cultural visits and extracurricular opportunities, students can be more motivated to aim high and accelerate their academic progress. These activities, which are often linked to the curriculum, enhance classroom learning, broaden understanding, and raise aspirations. The EEF research on participation shows a positive impact on academic performance, with +3 months' progress in subjects like English, maths, and science. Enrichment activities, such as educational visits and exposure to arts and culture, not only expand students' cultural capital but also provide them with experiences that are often inaccessible outside Academy, helping to level the playing field for disadvantaged pupils and supporting their academic and personal development.</p>	<p>1, 3, 4, 5</p>
<p>An investment in reading for betterment</p>	<p>Reading for Betterment is part of a whole-Academy strategy to improve literacy levels and foster a love of reading. Research from the Sutton Trust (2019) highlights the disparity in reading skills, with disadvantaged students being on average 2 years, 4 months behind their wealthier peers by age 15. This gap has worsened during the pandemic.</p> <p>Disadvantaged students, who often enter Key Stage 3 with lower literacy levels, are at the heart of this initiative. We have implemented Lexonik, a structured literacy intervention, to help students close this gap. Books are also tied to rewards, with disadvantaged students being proportionally represented in prize-giving events. The EEF research on reading comprehension shows that targeted strategies can boost students' reading progress by +6 months, particularly for disadvantaged students. Furthermore, the National Literacy Trust states that improving literacy at Academy can result in higher academic achievement, with children who read regularly performing better in GCSEs. Our focus on improving literacy and promoting reading as a lifelong habit is essential to closing the attainment gap and supporting disadvantaged students' academic success.</p>	<p>1, 2, 3, 5, 6</p>
<p>External providers supporting with raising aspirations</p>	<p>Outreach programs like "Think for the Future" help raise the aspirations of disadvantaged students by offering tailored support, mentorship, and guidance. Research, including findings from the EEF shows that such programs positively impact academic achievement by +4 months by improving motivation and broadening students' understanding of future opportunities. For instance, mentoring programs can increase the likelihood of disadvantaged students</p>	<p>3, 4, 5</p>

	<p>applying to higher education and improve their overall engagement and academic performance. These programs play a crucial role in reducing the attainment gap by addressing barriers to success, building confidence, and encouraging students to aim higher.</p>	
<p>Uniform and trips – monetary support</p>	<p>Providing Academy uniforms and supporting educational visits are effective strategies for addressing barriers that disadvantaged students face in achieving their full potential. Research by EEF suggests that providing Academy uniforms can improve attendance and behaviour in areas of high poverty, which helps close the attainment gap between disadvantaged and non-disadvantaged students. Uniforms can reduce stigma and create a sense of belonging, encouraging students to attend Academy ready to learn. Educational visits are equally impactful, as they provide essential learning experiences outside the classroom. The EEF has shown that such visits can help broaden students' cultural capital, critical thinking, and social skills— areas that disadvantaged students often miss out on due to fewer opportunities outside Academy. By supporting these activities, Academies can help level the playing field for disadvantaged students, ensuring they have equal access to enriching experiences that can enhance their academic success</p>	<p>3, 5, 6</p>

Total budgeted cost: £ 450,712

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024–25, targeted Pupil Premium strategies at Ormiston Bushfield Academy delivered measurable improvements in attainment and attendance for disadvantaged students. Progress 8 data is unavailable for this cohort due to not taking their SATs in June 2020 (Covid pandemic). Attainment 8 for disadvantaged pupils was **37.92**, compared to **50.13** for non-disadvantaged peers, outperforming the national average for disadvantaged students (**34.99**). In English and Maths, **47.1%** achieved grades **9–4** and **25.7%** achieved **9–5**, both broadly in line with and above national figures.

Attendance for disadvantaged pupils reached **88.1%**, exceeding the national average (**86.2%**) and showing positive gaps across most year groups, with Year 10 recording the largest improvement (**+3.5 percentage points** above national). These gains reflect the impact of strategies such as enhanced literacy programmes, small-group tutoring, and robust pastoral support.

Alongside academic progress, disadvantaged pupils benefited from subsidised enrichment and access to digital resources, supporting engagement, aspiration, and independent learning. These outcomes demonstrate the effectiveness of our comprehensive approach to reducing barriers and promoting equity.

	P8 PP	P8 non PP	A8 PP	A8 non PP	9-4 PP	9-4 non PP	9-5 PP	9-5 non PP
OBA	N/A	N/A	37.92	50.13	47.1%	71.7%	25.7%	52.2%
NA	N/A	N/A	34.99	50.30	43.5%	72.7%	25.6%	52.8%

Table 1. Attainment and Progress measures for Pupil Premium and Non-Pupil Premium students in August 2025.

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
	75	81	91	76	82

Table 2: Raw figures of Pupil Premium students at OBA

Attendance:

	PP attendance at OBA	National average attendance for PP students	Difference between PP at OBA v PP NA	Non PP attendance at OBA	National average attendance for non PP students	Difference non PP at OBA and PP NA
Year 7	91.2%	89.8%	+1.4	96.0%	96.2%	+0.8
Year 8	89.4%	87.0%	+2.4	95.2%	93.8%	+1.3
Year 9	85.2%	85.2%	0.0	93.4%	92.9%	+0.5
Year 10	87.7%	84.2%	+3.5	93.7%	92.5%	+1.1
Year 11	85.8%	83.6%	+2.3	93.8%	91.7%	+2.1
Overall attendance	88.1%	86.2%	+1.9	94.4%	93.3%	+1.1

Table 3: attendance figures highlighting the impact of strategies employed by OBA to close the attendance gap for PP students. All figures are based on FSM6 data from FFT 2024-25

Review of the strategy statement 2024-25

The Pupil Premium strategy for 2024–25 focused on four core priorities: closing attainment and progress gaps, improving literacy, fostering independent learning through metacognitive strategies, and raising attendance and engagement. Evidence from the year indicates that these priorities were addressed effectively through a combination of targeted interventions and whole-academy initiatives. Based on the 2024-25 strategy review, progress was evident in several areas:

- **Attainment and Progress**
 - Attainment 8 figures demonstrate the impact of our approach. Disadvantaged pupils achieved an Attainment 8 score of **37.92**, outperforming the national average for disadvantaged students (**34.99**) and narrowing the gap with non-disadvantaged peers.
 - Targeted interventions such as small-group tutoring, extended learning sessions, and structured homework clubs were central to this improvement. These strategies align with Education Endowment Foundation (EEF) evidence on metacognition and feedback, which can yield gains of up to **+7 months**.
- **Literacy Development**
 - Literacy remained a cornerstone of our strategy. The *Reading for Betterment* initiative embedded reading across tutor time and curriculum areas, supported by Lexonik interventions to accelerate vocabulary acquisition and comprehension.
 - This whole-academy approach contributed to improved engagement and stronger outcomes in English, with disadvantaged pupils achieving higher proportions of grades 4 and above compared to previous years. Research from the EEF suggests that such targeted literacy strategies can deliver progress of **+6 months**, and our internal data reflects this trend.

- **Access to Resources and Digital Equity**
 - Ensuring equitable access to learning resources was another key priority. The continued provision of electronic device for disadvantaged pupils enabled consistent engagement with digital platforms such as Microsoft Teams and online revision tools. This removed barriers to independent study and supported homework completion, reinforcing classroom learning and promoting self-regulation.
- **Attendance and Engagement**
 - Attendance for disadvantaged pupils improved to **88.1%**, exceeding the national average of **86.2%** and showing positive gaps across most year groups.
 - Year 10 recorded the largest improvement, with attendance **+3.5 percentage points above national figures**.
 - These gains were driven by proactive family engagement, early help assessments, and targeted pastoral support.
 - Enrichment opportunities and careers education also played a vital role in raising aspirations and improving engagement, ensuring disadvantaged pupils accessed experiences that broaden cultural capital.

Summary

Overall, the 2024–25 strategy delivered tangible improvements in attainment, literacy, attendance, and engagement. While gaps remain, the evidence demonstrates that our multi-faceted approach—combining high-quality teaching, targeted academic support, and wider strategies—continues to reduce barriers and promote equity for disadvantaged learners.

