



Ormiston Bushfield Academy Pupil Premium policy

Policy version control

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1. Context

1.1.

The Pupil Premium, introduced in 2011, is annual funding provided by the government to support the academic progress of disadvantaged children. Our Academy receives additional Pupil Premium funding for students who have been eligible for free school meals within the past six years, those in care, and children of armed forces personnel. Additionally, pupils who were recently adopted from care under the Adoption and Children Act 2002, as well as those who have left care under a Special Guardianship or Residence Order, qualify for this funding.

1.2.

The Academy's Pupil Premium Allocation and Review document, available on our website, outlines the amount of funding available, our aims for using this funding, the policies and procedures in place to achieve these aims, and the reporting measures to track our progress.

1.3.

Disadvantaged children may face various barriers, including limited support at home, weaker language and communication skills, low confidence, more frequent behavioural challenges, issues with uniform, and concerns around attendance and punctuality. Additionally, complex family circumstances can hinder these students' ability to thrive. Recognising that these challenges are diverse and multifaceted, we are committed to providing tailored support that addresses the unique needs of each child.

The Pupil Premium Grant

1.4. The Grant available for pupils at the Academy is as follows:

Disadvantaged Pupil	Grant Available
Pupils in Year 7 – Year 11 entitled to free school meals in the previous 6 years (Ever 6 FSM).	£1,075
Looked After Children (LAC)	£2,630
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	£2,630
Pupils recorded as an Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	£350

2. Objectives

2.1. Raise achievement and promote progress, particularly in English and Mathematics.

2.1.1. Through high-quality teaching strategies, we aim to elevate attainment and progress for pupils in receipt of the Pupil Premium. Evidence-based approaches such as reducing cognitive overload and quality feedback will be applied to ensure that all students experience academic growth and success.

2.2. Narrow the attainment gap between Pupil Premium and non-Pupil Premium students.

2.2.1. We are committed to closing the achievement gap by providing targeted academic support and small group interventions where appropriate for Pupil Premium students. These approaches include focused literacy/reading support, providing resources in the form of revision guides and key texts and other tailored supports that align with individual student needs.

2.3. Address and minimise the impact of underlying inequalities.

2.3.1. We strive to overcome socio-economic barriers by implementing approaches that support both academic and personal development. Our strategies include mentoring and access to extracurricular activities, designed to empower Pupil Premium students to reach their potential.

2.4. Foster a supportive and inclusive environment for Pupil Premium students.

2.4.1. Recognising that some students may face unique challenges, we aim to create a nurturing environment that enhances their engagement and wellbeing. To achieve this, we provide pastoral support, behavioral and welfare-based interventions.

2.5. Implement a tailored, individualised approach to student support.

2.5.1. Understanding that there is no “one size fits all” solution, we are dedicated to addressing each student's specific barriers to learning. Using data-informed, adaptive interventions, we tailor our approach to provide the appropriate support to each pupil, ensuring that their needs are consistently met.

2.6. Regularly review and assess impact for continuous improvement

2.6.1. To ensure the effectiveness of our approaches, a robust assessment and review process will ensure careful monitoring of the success of this strategy. By monitoring student progress, attendance, and engagement data, we will adapt our strategies as needed and ensure that our interventions continue to align with the Education Endowment Foundation (EEF)'s best practices for Pupil Premium support.

3. Success criteria

- Disadvantaged students make comparable progress to non-disadvantaged students and against the national average, as measured by:
- The Progress (P8) and Attainment (A8) scores of disadvantaged pupils compared with national figures on Progress and Attainment of non-disadvantaged students, specifically in English and Mathematics.
- Reducing in-school gaps between disadvantaged pupils' Progress and Attainment scores compared with scores of non-disadvantaged students.
- Reducing the gap between disadvantaged pupils and their peers in relation to reading

- Improving attendance of disadvantaged pupils and reducing the gap to their peers
- All disadvantaged students receive careers education, in particular detailed guidance for Post-16 study options, leading to NEET numbers in line with non-disadvantaged students.

4. Underpinning Principles

4.1. Needs-based provision through rigorous assessment

- 4.1.1. Provision for each Pupil Premium student will be informed by a robust assessment process that identifies specific barriers to learning. This individualised approach ensures that resources are allocated effectively, in line with the EEF's recommendation for targeted academic support, thereby addressing each student's unique needs and promoting sustained academic progress.

4.2. Comprehensive support for all Pupil Premium students

- 4.2.1. All students in receipt of Pupil Premium funding, not only those who are underperforming, will benefit from academic and pastoral support. This approach aligns with our commitment to inclusivity, ensuring that high-attaining disadvantaged students also receive the resources and opportunities necessary to excel and reach their potential.

4.3. Addressing underachievement at all attainment levels

- 4.3.1. The Academy will focus on reducing underachievement across all attainment levels, from lower to higher attainers. By providing differentiated support, we aim to narrow the attainment gap holistically, fostering academic growth and enrichment for all Pupil Premium students in line with best practices highlighted in the EEF framework.

4.4. Evidence-based funding allocation for maximum impact

- 4.4.1. Funding decisions will be guided by the EEF's evidence-based strategies, ensuring interventions are selected for their proven effectiveness. By focusing on activities that research suggests have the highest impact, such as tutoring and small-group instruction, we optimise funding use to support measurable progress.

4.5. Encouraging participation in extra-curricular activities for Pupil Premium students

- 4.5.1. The Academy is committed to providing disadvantaged students with access to extra-curricular opportunities that enhance personal growth, skills development, and social integration. By removing financial barriers, we help foster a well-rounded educational experience that builds confidence and broadens horizons for all students.

5. Key Strategies

- Assigning a Senior Leader (SLT) to champion the educational needs of disadvantaged students and ensure implementation of this policy
- To ensure all teachers and teaching assistants know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress. The Pupil Premium register is easily accessible for all staff
- Ensuring all students across the school receive high quality teaching in the classroom

- Ensuring targeted intervention is purposeful and focused enabling disadvantaged students to access the support offered
- Maximising students' opportunities to close learning gaps by improving attendance and punctuality, implementing early interventions in literacy and numeracy, and extending learning beyond the school day through initiatives such as homework clubs and targeted intervention sessions.
- Using achievement data at regular intervals to check whether interventions or techniques are working and adjusting accordingly
- Working collaboratively with parents and external agencies (where appropriate) to provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
- In recognition of the diverse educational trips and extra-curricular activities available at our school, targeted support is provided to facilitate access for Pupil Premium students. Priority is given to curriculum-related trips to ensure equitable access and to further enrich learning beyond the classroom setting.
- Leaders in school will work closely with Heads of Year and Curriculum Team Leaders to identify and fund specific barriers to learning on an individual basis

6. Reporting

- The Academy will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes
- The Principal will provide an annual report to the Governing Body outlining the effectiveness of Pupil Premium spending and the impact achieved.
- Information regarding Pupil Premium spending will be published on the school's website. To comply with DfE requirements this must include:
 - The level of Pupil Premium funding received in the current academic year and in previous academic years.
 - How the Academy has spent the Pupil Premium and why it has decided to spend it in the way it has.
 - Any difference made to the learning and progress of disadvantaged pupils as shown by performance data
 - A wide range of data will be used to monitor and report on progress – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
 - Assessment data will be collected three times per academic year so that the impact of interventions can be monitored regularly
 - A designated member of the SLT maintain an overview of Pupil Premium spending
 - A governor is given responsibility for Pupil Premium and reports to the Curriculum Committee of the Governing Body
- In deciding how to use the Pupil Premium funding, we drew upon the following sources:
 - The EEF Guide to the Pupil Premium, available [here](#)
 - Using Pupil Premium: guidance for school leaders, available [here](#)
 - The EEF: Using research evidence to support your spending decisions, available [here](#)
 - Lexonik: improving childhood reading, available [here](#)
 - Our combined professional experience