

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
Wodensborough Ormiston Academy	
Number of pupils in school	1095
Proportion (%) of pupil premium eligible pupils	50.41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	1 st November 2021
Date on which it will be reviewed	½ termly
Statement authorised by	Paula Jones
Pupil premium lead	Leigh Moore
Governor / Trustee lead	Peter Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£527,160
Recovery premium funding allocation this academic year	£83,647
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£610,807

Part A: Pupil premium strategy plan

Statement of intent

*At Wodensborough Ormiston Academy, we **believe** that every child has the potential to **achieve** and go on to **succeed** in life regardless of their background or starting point. We understand that for disadvantaged students there may be additional challenges which can hinder engagement and achievement and we realise that for many young people, the impact of the global pandemic has exacerbated this. Thus, the primary aim of the pupil premium funding at WOA is to identify and overcome barriers to engagement and learning, so that our pupils can gain any lost ground in order to achieve their full potential.*

Our ultimate objectives for disadvantaged pupils at WOA:

- **Attend to Achieve:** We know that if pupils are in school, they are safe and they are able to learn. We want all disadvantaged pupils to attend school, on time every day.
- **Behaviour for Learning:** We understand that some disadvantaged pupils have additional needs in relation to behaviour and engagement and this can form an additional barrier to academic achievement. We are an inclusive school and aim to ensure that all pupils have access to early intervention and the targeted support they need to be able to engage fully in their learning.
- **We Care:** We know that for many disadvantaged young people, their social, emotional, mental health and well-being is a barrier to engagement and achievement. We intend for every child to have the additional support and guidance they need to be able to thrive.
- **Gaining Ground:** The impact of the global pandemic has had a more profound impact on the learning and progress of disadvantaged pupils. For this reason, we aim to provide additional resources and targeted academic support to ensure that pupils are able to gain any lost ground in relation to their learning, with a specific focus on the basic skills of literacy and numeracy.
- **Raising Achievement:** Evidence shows that for disadvantaged pupils, it can be more difficult to achieve academic success. At WOA we ensure that every child has equality of opportunity in relation to high quality teaching and additional targeted intervention.
- **The Pledge:** We believe that every child has the right to an enriched curriculum. We provide additional opportunities for all disadvantaged students within, and outside of, the core curriculum so that they can all experience first hand a visit to a site of historical, geographical, spiritual and cultural significance during their time at WOA.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance & Persistent Absence – for some disadvantaged pupils attendance is a key barrier to engagement and learning (this also includes engagement during periods of partial school closure).</i>
2	<i>SEMH needs – some disadvantaged pupils have social, emotional and mental health needs and for some, this has been exacerbated by the global pandemic.</i>
3	<i>Behaviour – some disadvantaged pupils can display challenging behaviours and this can result in poor engagement rates as they are thus more susceptible to fixed term exclusion.</i>
4	<i>Able disadvantaged students are most at risk of underperforming nationally.</i>
5	<i>Literacy levels – 25% of pupils left primary school last with weak reading skills and this increases to 40% of children from disadvantaged backgrounds.</i>
6	<i>Gaps in learning – there is a significantly higher proportion of disadvantaged pupils with a loss of learning, as a result of the partial school closure periods, compared to non-disadvantaged pupils.</i>

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
Good levels of attendance / reduced levels of persistent absence.	<ul style="list-style-type: none"> - YOY improvement in overall attendance (and above NA%) - YOY reduction in PA (and above NA%)
All pupils who need additional support for behaviour and engagement to be identified and to receive it.	<ul style="list-style-type: none"> - Team Ambition base established as a Hub and model of effective practice - All pupils identified - All identified pupils to have access to targeted and timely intervention - The impact of intervention will result in improved attendance, behaviour and outcomes
All pupils who need additional support for SEMH to be identified and to receive it.	<ul style="list-style-type: none"> - All pupils identified (i.e. SDQ testing) - All identified pupils to have access to targeted and timely intervention - The impact of intervention will result in improved attendance, behaviour and outcomes
All pupils who need additional support to gain lost ground as a result of lost learning / the global pandemic to be identified and to receive it.	<ul style="list-style-type: none"> - All pupils identified (i.e. diagnostic / summative / formative assessment) - All identified pupils to have access to targeted and timely intervention

	<ul style="list-style-type: none"> - The impact of intervention will result in improved attendance, behaviour and outcomes - Gaining Ground strategy to be fully embedded and to yield measurable impact in relation to attendance, engagement, behaviour and outcomes
All pupils who need targeted academic support to be identified and to receive it.	<ul style="list-style-type: none"> - All pupils identified (i.e. diagnostic / summative / formative assessment) - All identified pupils to have access to targeted and timely intervention - The impact of intervention will result in improved attendance, behaviour and outcomes
All disadvantaged pupils to have full access to an enrichment entitlement.	<ul style="list-style-type: none"> - All disadvantaged pupils to have experienced first hand a visit to a site of historical, geographical, spiritual and cultural significance

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject specific CPD for staff</i>	<i>The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).</i>	KS3 and KS4: 552 pupils
<i>Support staff CPD</i>	<i>The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 0.4 months of progress when benefitting from targeted LSA support (EEF Toolkit).</i>	KS3 and KS4: 552 pupils
<i>Teaching & Learning Coaches x 3 TLRs</i>	<i>The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).</i>	KS3 and KS4: 552 pupils

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Intervention Lead</i>	EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence	KS3: 100 pupils <age related expectations
<i>Reading Intervention Apprentice</i>		KS3: 80 pupils <age related expectations
<i>Librarian – Reading engagement & intervention</i>		KS3: 80 pupils <age related expectations

<i>Reading Intervention Lead – EAL/INA</i>	suggests that this can be effective in adding 4+ months.	KS3/4: 25 pupils – new language / <age related
<i>Reading Intervention Apprentice – EAL/INA</i>	EEF EVIDENCE: On average, reading comprehension approaches deliver an additional six months' progress. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	KS3/4: 15 pupils - new language / <age related
<i>Gaining Ground Tutor – KS2-3 (Numeracy & Literacy)</i>	EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+ months. EEF EVIDENCE: On average, reading comprehension approaches deliver an additional six months' progress. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	KS3 English & Maths: 100 pupils <age related expectations
<i>Gaining Ground Tutor – KS4 (Literacy)</i>		Year 10 and Year 11: 50 pupils <target
<i>Gaining Ground Coach</i>		KS4 English: 50 pupils
<i>Numeracy Tutor</i>	EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+	Year 10 and Year 11: 50 pupils
<i>My Tutor Programme – maths and science</i>	EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+	Year 10 and Year 11: 70 pupils
<i>City Year Mentoring / targeted academic support</i>		Year 10 and Year 11 pupils: 40 pupils
<i>Extending School Time – targeted revision and resources for identified students</i>	The average impact of extending school time is approx. +3 months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.	Year 11: 100 KS3 Holiday School:
<i>SHINE Programme – Targeted support and teaching for able disadvantaged pupils:</i> - KS3 SHINE Coach - Y10 Project		KS3 and KS4: 125 pupils

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attend to Achieve Strategy:</p> <ul style="list-style-type: none"> - Attendance & Engagement Manager - Family Liaison Manager - EWO Service 	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Targeted behaviour interventions can result in +4 months progress.	KS3 and KS4: 552 pupils
<p>Team Ambition Intervention:</p> <ul style="list-style-type: none"> - TA Coach x 3 - TA Manager - SLA for 	Social Emotional and Learning Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school, with on average 4 months additional progress on attainment.	KS3 and KS4 pupils: 30 pupils
<p>We Care Team: targeted intervention</p> <ul style="list-style-type: none"> - School Counsellor - Therapeutic Mentor - Speech & Language Therapist 		KS3 and KS4: 552 pupils
<p>West Bromwich Albion Foundation Coach</p>		KS3: 50 pupils
<p>The Pledge – enrichment entitlement for disadvantaged students.</p> <ul style="list-style-type: none"> - Visits / trips - Student leadership - Cadets - DofE 		It is widely recognised that disadvantaged pupils have less access to opportunities which can enrich their lives and broaden their horizons. At WOA we aim to ensure that no child is disadvantaged when it comes to opportunities for enrichment and cultural capital.
<p>Parental Engagement:</p> <ul style="list-style-type: none"> - Parent Forum - SAFL - Leader / LPPA 	The EEF toolkit says that parental engagement is consistently associated with pupils' success at school, but evidence about how to improve attainment by increasing parental engagement is less conclusive. There is on average 2-3 months positive impact when we increase parental engagement.	KS3 and KS4: 552 pupils
<p>Raising Aspirations programme:</p> <ul style="list-style-type: none"> - CEIAG - Smart Start - NCS 	<p>The EEF Toolkit says that aspiration programmes will raise attainment, if additional academic support is also present. It goes on to say that the underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them.</p> <p>We have therefore focused on ensuring that students have the knowledge and skills to progress towards their aspirations rather than</p>	KS3 and KS4: 552 pupils

	intervene to change the aspirations themselves. We have also ensured that this is not something we look at in isolation, but alongside academic interventions.	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider