



WODENSBOROUGH ORMISTON ACADEMY

PUPIL PREMIUM STRATEGY STATEMENT

2024/2025

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wodensborough Ormiston Academy
Number of pupils in school	1157
Proportion (%) of pupil premium eligible pupils	569/1157 49.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	26/10/2024
Date on which it will be reviewed	August 2025 (1/2 termly)
Statement authorised by	Leigh Moore, Principal
Pupil premium lead	Christine Jones, AAP
Governor / Trustee lead	Sally Satchwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£602, 246
Recovery premium funding allocation this academic year	£
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	£602, 246

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 and the cost-of-living crisis 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 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 can learn. We want all disadvantaged pupils to attend school, on time every day (ADP Priority 5).
- **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 (ADP Priority 1).
- **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 (ADP Priority: Golden Thread).
- **Gaining Ground:** The continued impact of the global pandemic has had a significant and adverse effect 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 can gain any lost ground in relation to their learning, with a specific focus on the basic skills of literacy and numeracy (ADP Priority 2).
- **Raising Achievement:** Evidence shows that for disadvantaged pupils, it can be more difficult to achieve academic success. At WOA we strive to ensure that every child has equality of opportunity in relation to high quality teaching and additional targeted intervention (ADP Priority 4).
- **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 (ADP Priority 6).

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance & Persistent Absence –</p> <p>For some disadvantaged pupil's attendance is a key barrier to engagement and learning.</p> <p>Current national secondary attendance is 93.2%. The national data SET highlights several key patterns:</p> <ul style="list-style-type: none"> ▪ Attendance is lower in older year groups, with Year 11 showing the lowest rates. ▪ Female students in all year groups have attendance rates approximately 1% lower than males. ▪ Students eligible for Free School Meals (FSM) attend less regularly than non-FSM students, with the gap widening in older year groups. <p>In 2023/2024 the attendance at WOA was as follows:</p> <ul style="list-style-type: none"> ● Overall: 89.1 compared to 90.9% of secondary schools nationally ● FSM eligible: 83.77% compared to 88.9% nationally (all schools) ● FSM not eligible: 91.75% compared to 94.2% nationally (all schools) ● Persistent absence overall: 36% compared to 26.7% in secondary schools nationally ● Persistent absence FSM eligible: 19.48% compared to 35.7% nationally ● Persistent absence FSM not eligible: 12.85% compared to 15.3% nationally
2	<p>SEMH needs –</p> <p>Some disadvantaged pupils have social, emotional, and mental health needs and for some, this has been exacerbated by the global pandemic and the current cost of living crisis which has seen more of our families plunged further into poverty.</p> <p>WOA is in the top 10% (decile 1) of the most deprived areas in England, with most of our pupils living within this decile. Their life experiences are affected because of this and pupils along with their families are facing enormous challenges. Between 2021-22 and 2022-2023 median household costs fell by 1.6%. Between 2019/2020 and 2021/2022 the West Midland had the highest rate of poverty at 27%, and WOA sits in the most deprived area of the west midlands. These significant challenges surrounding many of our pupil's home circumstances impact on several factors such as – confidence, self- esteem, mental health, aspirational ambition, safety etc. Furthermore, over 27% of our intake are children living with either adult mental health issues or domestic abuse within the home. With specific reference to our Year 11 cohort in 2024, 33% were living in a home where adult mental health difficulties and/or domestic abuse.</p>

3	<p>Behaviour –</p> <p>Some disadvantaged pupils can display challenging behaviour, and this can result in poor engagement rates; they are more susceptible to fixed-term exclusion. Some disadvantaged pupils have additional vulnerabilities such as SEND or are known to external agencies such as Children’s Social Care.</p> <ul style="list-style-type: none"> • In 2021/22 the overall rate of FTS at WOA was 9.85 with Disadvantaged pupils representing 62.86 of this. • In 2023/24 the overall rate of FTS increased (which is not dissimilar to the national trend) to 13.09 with Disadvantaged pupils representing 43.40 of this. • In the current year, at the end of HT1 in 2024/25 the overall FTS rate at WOA was 2.07 with Disadvantaged pupils representing 5.06 of this.
4	<p>Underperformance –</p> <p>Disadvantaged students are most at risk of underperforming nationally and this was the case for WOA in relation to the 2024 results. Before the pandemic, the disadvantage gap index had reduced between 2011 and 2018. Nationally The KS4 2022/2023 disadvantage gap index has widened compared to 2021/22, from 3.84 to 3.94. It is now at its highest level since 2011.</p>
5	<p>Literacy levels –</p> <p>27% of pupils left primary school with weak reading skills and this increases to 38% of children from disadvantaged backgrounds. Our current Year 11 arrived at WOA below age-related expectation, and this trend is mirrored in Y7-10. A higher reading age has been shown in some research to improve grades by +1.02</p>
6	<p>Gaps in learning –</p> <p>There is a significantly higher proportion of disadvantaged pupils with a loss of learning historically, because of the partial school closure periods, compared to non-disadvantaged pupils. Our Gaining Ground Team are in place to support pupils in relation to gaps in knowledge and in skills.</p>
7	<p>Aspirations and Careers –</p> <p>Many of our students are from families where parents have poor/no academic experiences at all which can directly impact upon our pupils’ ambition and motivation to succeed academically at WOA. Our pupils can lack confidence in their own ability, and they are not aware of their options and opportunities surrounding them. Therefore, WOA invests heavily in raising aspirations and ensuring the Careers, We Care and Cadets team are pivotal in pupil pathways and experiences.</p>

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"> • Good levels of attendance / reduced levels of persistent absence in line with targets and NA%

	<ul style="list-style-type: none"> • YOY improvement in overall attendance (and above NA%) • YOY reduction in PA (and above NA%) • Friday 'Wheel of Wonder' and other attendance incentives – increased number of pupils eligible. • Study Centre in school for those who struggle to attend for a variety of reasons (SEMH) – SA and PA reduced. • Improved academic outcomes – Attend to Achieve.
All pupils who need additional support for behaviour and engagement to be identified and to receive it.	<ul style="list-style-type: none"> • 'The Hub' SEMH resource base used to support pupil behaviour and engagement. • All identified pupils to have access to targeted and timely intervention. • The impact of intervention will result in improved attendance, behaviour, and outcomes.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects at KS3.	<ul style="list-style-type: none"> • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. • Learning routines embedded and monitored across the whole academy after extensive staff CPD to focus on quality teaching and learning and consistency within classrooms • Behaviour curriculum delivered as bootcamp half termly, as well as fortnightly in smart start. • Securely embedded learning routines QA'd by QUAD walks and monitored/actioned on steplab.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	<p>Sustained elevated levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations and PASS survey • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • We Care, Eco ambassadors, student LT, year 9 student leaders demonstrating increased participation and engagement rates.
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.

	<ul style="list-style-type: none"> • SLA in place for Black Country Women's Targeted Intervention for children who have been exposed to trauma / domestic abuse. 100% participation rate. • Box Clever. 100% participation rate. • West Bromwich Albion Foundation coaching and mentoring. 95% participation rate. • Improved attendance/PA, behaviour, and outcomes of target pupils.
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. • 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 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. • Session 6 offer for year 11 to include enrichment opportunities, increased lunchtime and after school enrichment clubs, monitored on Evolve.

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: £129,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific CPD for staff.	The quality of teaching is one of the most crucial factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up	4, 5, 6,7-8

	to 1.4 years of progress when teaching is effective (Sutton Trust 2011).	
Support staff CPD (including Fresh Start Reading and Lexonic).	The quality of teaching is one of the most crucial 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).	4, 5, 6, 7-8
Enhancement of our maths teaching and curriculum.	The quality of teaching is one of the most crucial 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).	4, 5, 6, 7-8
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund CPD and provide additional interventions for all pupils who are identified as needing at following GL Assessment Testing.</p> <p>Reading in form time, with form tutor modelling fluent reading: Y7-9.</p> <p>KS3 – All disadvantaged pupils in Year 7-9 will have received Lexonic intervention by July 2025.</p> <p>KS4 – All disadvantaged pupils in Year 10 and 11 will have received Lexonic intervention by March 2025.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>A 2021 OECD report stating that PISA data consistently shows that engagement in reading is strongly linked to progress. Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library “four times greater than the advantage children gained from having a parent with a degree. Reading can lessen or even eliminate the impact of early life disadvantage.</p>	4
<p>Additional leadership capacity to develop teaching and learning for disadvantaged pupils:</p> <ul style="list-style-type: none"> - AAP PP - AAP RA - AAP Reading 	The quality of teaching is one of the most crucial 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).	4, 5, 6,7-8

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

Budgeted cost: £52,116.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expanded our targeted support for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>This also includes the provision of Lexonic.</p> <p>This programme will then be rolled out through year 10 and then to KS3.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Additional Reading Coaches x2</p>	<p>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.</p> <p>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 a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	4
<p>Expansion to Gaining Ground Team: 2 x Gaining Ground Teachers 2 x Gaining Ground Tutors in English 1.5 x Gaining Ground Tutors in maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4,5,6,7-8
<p>Extending School Time – targeted revision and</p>	<p>The average impact of extending school time is approx. +3 months' progress over</p>	3,4,5,6,7-8

resources for identified students.	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.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £590,665.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend to Achieve Strategy: - Attendance & Engagement Manager - Transition & Engagement lead - Attendance Officer appointed - Family Liaison Manager - EWO Service - Attend to Achieve Coach/es	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. 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.	1,2,3,7-8
The HUB Intervention: - Hub Coach x 3 - Hub Manager - SLA for Inclusion Support CPD		
We Care Team: targeted intervention - School Counsellor - Therapeutic Mentor - Speech & Language Therapist - MHST Service		
West Bromwich Albion Foundation Coach / Mentor Black Country Women's Aid – SLA for Trauma Support		
Boxclever Mentoring Programme		
The Pledge – enrichment entitlement for disadvantaged students. -	It is widely recognised that disadvantaged pupils have less access to opportunities which can enrich their lives and broaden	1-7-8

Visits / trips - Student leadership - Cadets - DofE	their horizons. At WOA we aim to ensure that no child is disadvantaged when it comes to opportunities for enrichment and cultural capital.	
Parental Engagement: - 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.	1-7-8
Raising Aspirations programme: - CEIAG - Smart Start - Positively You	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. We have therefore focused on ensuring that students have the knowledge and skills to progress towards their aspirations rather than intervene to change the aspirations themselves. We have also ensured that this is not something we look at in isolation, but alongside academic interventions.	1-7-8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £772,406.50

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 2023 to 2024 academic year.

Achievement

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was going to be lower than in the previous year in key areas of the curriculum. Between DC3 in Year 10 (Sum 2023) and final examinations in Year 11 (Sum 24) the overall academy P8 score improved by $\frac{1}{2}$ a grade. Specifically for PP pupils P8 improved by $\frac{1}{3}$ of a grade between Year 10 and Year 11 actual results and for DA HATS by X. That said, we are certainly not content with outcomes for disadvantaged pupils at WOA. Whilst we know that the impact of CV19, missed education and lockdowns against the backdrop of a poor economic climate (we saw a 10% increase in the number of pupils receiving FSM between pre- and post-pandemic) was significant for this cohort; we believe that more children should have achieved better. We remain absolutely committed to tackling in-school variation through a relentless focus on improving reading, teaching, and ensuring that behaviour and culture remain a development priority (ADP priorities 2,3&4).

Attendance

We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are continuing and expanding this approach in the current academic year and the study support centre has seen improved outcomes for pupils who struggle with attendance and/or mainstream schooling expectations at KS4. Overall, the gap between PP and non-PP attendance widened compared to 2022/2023 and this is a major focus (ADP priority 5).

Reading

Gaining Ground tutors and Lexonic trained staff delivered targeted interventions and the trend of improvement was positive. However, we are not satisfied with this impact and have shifted significant impact to ensuring that more pupils have access to the interventions they need so that reading is not a barrier to achievement (ADP priority 2).

- Lexonic Leap - average of 90% improved in all areas
- Lexonic Advance – 100% improved, average RA improvement 47 months
- Gaining Ground Reading – on average 12–64-month improvement in RA
- Gaining Ground Spelling – on average 3–34-month improvement in SA

- LRC Reading Interventions (i.e. daily readers) - 8-to-15-month improvement in RA

Externally provided programmes

Programme	Provider
Mentoring	West Bromwich Albion Foundation My Bro Mentoring Malachi Black Country Women's Aid Kaleidoscope

