

# Pupil Premium

## Brownhills Ormiston Academy



Next review: September 2021



## 2019-2020 Pupil premium spending impact

In 2020 47% of PP students had positive Progress 8 scores compared to 27% in 2019.

Pupil Premium students achieved a Progress 8 score of -0.44 compared to -0.52 in 2019 evidencing the impact of interventions to improve progress for PP students though we still have further improvements to be made.

## Pupil premium numbers per year group.

Year	Total PP	% PP
Year Y7	92	63
Year Y8	77	51.3
Year Y9	81	54
Year 10	72	54.5
Year 11	60	48.4
<b>Totals</b>	<b>382</b>	<b>53.8</b>

## Our Pupil premium intention

Our intention for our pupil premium spend is simple. Our students, regardless of socio-economic background, should all progress equally. The life chances of those with disadvantaged financial backgrounds should be equal to those that do not have that challenge. Our unequivocal drive towards equality of experience, enrichment opportunities and exam outcomes for all is at the heart of our academy. We believe that what happens in our classrooms in every period of every academy day is what makes the difference. As such we use our PP funding to provide a wide programme of support so that learning opportunities can be accessed without question or excuse.

## What is pupil Premium funding?

The Pupil Premium (PP) is additional funding allocated to schools on top of the main funding that they receive. This funding is targeted at students from disadvantaged backgrounds (eligible for Free School Meals or In Care) to ensure that they can benefit from the same opportunities as students from less disadvantaged families. The Pupil Premium exists because data suggests that students who have been eligible for Free School Meals at any point in their school career have consistently lower attainment than those who have never been eligible.

Since September 2014, the Pupil Premium is worth £935 per student and goes to students who at any point in the past six years have been in receipt of Free School Meals (FSM);

£2300 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/ parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

**what the evidence shows from EEF:** What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.

**What the evidence shows:** Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some wholeclass and whole-school interventions have shown promise but may take longer to show results.

### **Brownhills Ormiston Academy: TIERED APPROACH TO CLOSING THE DISADVANTAGED GAP: AN EVIDENCE INFORMED APPROACH**

**TEACHING & LEARNING** Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Our aim is to ensure an effective teacher is in front of every class and that every teacher is supported to keep improving their practice. We know this is the key ingredient for success. Curriculum is key and we will look at how all students can find a KS4 pathway that leads to a career pathway.

**PASTORAL SUPPORT** Wider strategies relating to the most significant non-academic barriers to success in our school, including attendance, behaviour, and social and emotional support. These include our Pupil Premium Promise to ensure all opportunities are open to all and enables the provision of specialist counselling, mentoring and psychological specialist support

**TARGETED ACADEMIC SUPPORT** Evidence consistently shows the positive impact that targeted academic support can have, including for those who are not making good progress across the spectrum of achievement. We will consider how classroom teachers and teaching assistants and additional adults can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.





## Teaching and Learning strategy developed

- Establish a baseline for what outstanding Teaching & Learning looks like across the school and provide opportunities for staff to see this in action
- Introduce more consistent QA
- All lessons to encourage low stakes quizzing and knowledge retention
- Refine Performance Management targets to ensure parity and consistency with a focus on student progress
- Ensure High quality CPD and JPD (Joint Professional Development) for staff that is bespoke for different levels of experience and responsibility
- Audit and evaluate the curriculum, with a 2 year KS4 curriculum and ensure students have access to all parts of the national curriculum.
- Develop the KS4 pathways to ensure that students of all abilities and interests are catered for
- Expand provision to look at the wider co-curricular including Careers, Enrichment and University aspirations through 'Make Happen'.
- Continue supporting Accelerated Reader programme for Year 7, 8 & 9.
- Introduce bi-weekly paired 1-1 reading session students under chronological reading age in our Catch-Up Programme

## Pastoral support strategy developed

- Strategically renew our behaviour systems and sanctions.
- Consistency in the Brownhills Ormiston Academy rewards System
- Counselling providers into school
- Engage additional EWO hours to support attendance

## Intervention support strategy developed

- Introduce additional small group maths teaching by an expert tutor for KS4 with the support of City Year volunteers.
- Embed Accelerated Reader for Year 7/8/9.
- introduce New 'catch up 1-1/ group reading provision' for all year 7/8/9 students below expected reading age.
- lesson 6 for year 11.



### **The evidence: Closing the attainment gap: key lessons learned in the EEF's (Education Endowment Funds) first six years.**

Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not yet yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.

What happens in the classroom makes the biggest difference: improving the quality of teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence regarding the potential impact of teacher professional development; but the supply of high-quality training is limited.

Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results.

The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.

Pupil Premium funding is a valuable tool in supporting senior leaders in raising the attainment of disadvantaged young people. But it is vital that schools (as well as early years and post-16 settings) consider how all their resources can be used to achieve this goal. Good teaching for all pupils has a particular benefit for disadvantaged pupils.

The £5 billion per year asset of teaching assistants could be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. How a project is implemented is vital and arguably as important as its content. Successful projects have clarity around their structure, objectives and target group, with high quality training and materials that allow for adaptation and strong implementation.

Schools can make a difference Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has



closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country, schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

**Quality teaching helps every child** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve the quality of teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.

Support middle and high attainers too. The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to achieve top grades at GCSE.

School Implementation Process: Implementation matters The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

### [THE BROWNHILLS ORMNSTON APPROACH: AN EVIDENCE INFORMED STRATEGY](#)

Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.

#### **The attainment gap: the school perspective**

- The attainment gap is not a problem found only in schools assessed by Ofsted as performing poorly – the gap is as large in schools rated ‘Outstanding’ as it is in schools rated ‘Inadequate’.
- There does not appear to be a direct relationship between increased school funding and increased pupil attainment – what matters most is how schools can effectively and efficiently use the resources they have (both financial and human) for maximum impact. The Pupil Premium is a valuable focus for closing the attainment gap – but it is important schools consider how they can best use all their resources to improve the quality of teaching, as this will benefit all pupils, but particularly the most disadvantaged.
- One region, London, stands out for its success in improving attainment for disadvantaged pupils and closing the gap.
- There is huge variability in outcomes for disadvantaged pupils between schools with similar levels of disadvantage.



- In 10% of primary schools and 8% of secondary schools, disadvantaged pupils are doing better than the national average for all pupils. This shows it is possible to narrow the attainment gap – if we can find effective ways to learn from the successes of the best-performing schools and achieve greater consistency between similar schools.
- Schools where disadvantaged pupils are currently attaining below the average of disadvantaged pupils in similar schools should consider how they can help those young people to at least reach that average level of attainment as an initial goal. Reaching this goal would make a big difference – both in improving the outcomes of disadvantaged pupils and in closing the overall attainment gap.

### **The attainment gap: its impact on children and young people**

The attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs.

The gap begins in the early years and is already evident when children begin school aged 5. The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils.

While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades.

Our forecast of the attainment gap for the next five years suggests some positive progress for free school meal-eligible pupils in GCSE English and maths; but no headway on Attainment 8 and a widening of the gap in Progress 8.

Even small improvements in young people's GCSE qualifications yield significant increases in their lifetime productivity returns and in national wealth – highlighting the importance of continuing to focus on improving results for currently low-attaining pupils.



### **Pupil Premium (PP) 2020/21**

Disadvantage should never be a barrier to educational achievement. Brownhills Ormiston Academy philosophy states that all students, no matter what their background, should receive an outstanding teaching experience and in turn achieve excellent outcomes. At

Schools are free to decide how to spend this additional funding with clear guidance from the government that it should be used to support the learning of this target group of students and to close the attainment gap between these and other students.

336 students of Brownhills Ormiston Academy students are eligible as “Ever 6” in this academic year resulting in Pupil Premium funding of £320,403 being awarded.

Our objectives remain steadfast in taking an approach to maintain sustainable, continuous improvement which includes;

- providing targeted support to improve the attainment and enrichment of disadvantaged pupils.
- identifying vulnerable groups and ensuring their opportunity to succeed through additional interventions is maximised.
- monitoring and proactively working towards reducing the gap in attainment between FSM and non-FSM pupils.
- tracking outcomes of chosen interventions to ensure the maximum possible progress that justifies best value for money.
- supporting staff with potential barriers to learning for FSM pupils and other vulnerable groups.
- encouraging parents and carers to apply for FSM through positive engagement where changes in circumstance warrant FSM.
- providing support to parents through attendance intervention to improve outcomes by reducing absences from school.





The planned activities and the intended impact for 2020/21 academic year are listed below and an estimated cost has been assigned.

Barrier to achieve	Support intention	Intended outcome	Cost
PP students do not quite achieve the same progress as Non-PP. We want the gap to be 0.1 as a maximum and, aspirational closer to zero	The Assistant Principal for PP is tasked with the strategy and leadership of closing the PP gap across the school	Disadvantaged students to achieve a Progress 8 score in line with the national average for all students.	£17,441
Our PP students may not have had the same access to a wide range of enrichment activities as non-PP. As an academy we firmly believe that access to enrichment is vital for all students' social, moral, spiritual, and cultural development	Specific educational trips and visits to include internal and external opportunities. These are aimed at raising the aspirations of PP pupils as well as building their cultural capital. Free peripatetic music lessons	To ensure all disadvantaged students can partake in educational trips and visits at a reduced, subsidised cost.	£14,000
Some of our PP students need 1-1 counselling.	Dedicated resources to work pro-actively with external bodies and colleagues on PP/SEN	All students to make at least expected attainment and progress at Summer 2021 data drop	£12,400
Not all students and families of PP students are engaging as much with school life as we would like.	Provision family activities and incentives to increase PP students' family partnerships with the school	To see an improved attendance at parents' evenings for PP families. To see improved outcomes for PP students in Year 11 in 2021.	£500
Some students need additional SEMH support to attend lessons.	Miscellaneous resources based on the individual learner's needs, e.g. revision guides, uniform, equipment.	To ensure that all disadvantaged students can access the curriculum without bias or discrimination	£500
Sustained targeted Intervention through 1:1 tuition and high-quality teaching and learning Teaching & Learning	HOD and progress leaders to determine and coordinate support across their subjects to maximise impact of interventions	Disadvantaged students to continue to achieve a Progress 8 score in line with or exceeding the national average	£30,129
SEN/Pupil Premium; SENCo to track and monitor LAC pupils' performance	Dedicated resource to work proactively with external bodies and colleagues on PP/SEN	All LAC students to make at least expected attainment and progress in Maths and	£16,632



		English in 2021 Summer exams	
Alternative education provision in the curriculum to support students who struggle with mainstream subject academia.	to provide bespoke subject qualifications; and to provide a placement at an external school for PP pupils at risk of permanent exclusion	To reduce the exclusion rates for disadvantaged students	£26,000
Rewards	Provision of rewards and incentives to increase PP students' motivation for success and improved levels of achievement.	To recognise and praise good work and high standards	£2,405
Literacy Resources	Providing new books and continue with accelerated reader schemes for all year 7,8 and 9 students (to include PP pupils.)	To improve the literacy and reading ages of disadvantaged students	£3,000
Attendance Support	Increased hours from EWO to support tackling low attendance of PP students. Subsidised school transport Support provided by Attendance Data officer to track attendance of PP student Progress leader support for PP students and Parents	To improve attendance of PP students resulting in positive progress and attainment	£137,750
Learning Resources	Miscellaneous resources based on the individual learners needs, e.g. revision guides, uniform, equipment	To ensure that all disadvantaged students can access the curriculum without bias or discrimination	£500
Rising aspirations	<i>careers advice with Bright Futures.</i> Calendared careers events to other higher education events internally (school career fair) and externally such as trips to Walsall college including at least one university trip	To ensure all students are aware of the higher education opportunities available to them and the requirements needed for future career choice so sore students are reaching their preferred options after competing GCSE examinations	£12,840
<i>Free breakfasts and access to Free School meals</i>	<i>ensure that all PP students have had a meal at the start of the day to help aid focus and concentration. FSM SLA service</i>	Improved concentration will have a positive impact on student progress.	£6,500



	<i>to Assist in identification of FSM students</i>		
Contingency	To enable initiatives to be taken throughout the year for targeted or improved interventions that weren't evident at the planning stage.	To ensure that all possible options are exhausted in giving our disadvantaged students the best education possible	£39,806