

## Pupil premium strategy statement

This statement details our school'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 effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                      |
|---|---------------------------|
| School name   | Ormiston Bridge Academy   |
| Number of pupils in school  | 46                        |
| Proportion (%) of pupil premium eligible pupils   | 70% (32)                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | Year one                  |
| Date this statement was published   | December 1 <sup>st</sup>  |
| Date on which it will be reviewed   | December 10 <sup>th</sup> |
| Statement authorised by   | Wasim Butt                |
| Pupil premium lead  | Keziah Raphael            |
| Governor / Trustee lead   | Rav Ross Gunderson        |

### Funding overview

| Detail  | Amount                                  |
|---|---|
| Pupil premium funding allocation this academic year   | £28,463 (Secondary)<br>£5,820 (Primary) |
| Recovery premium funding allocation this academic year  | £0                                      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0                                     |
| <b>Total budget for this academic year</b>  | £34,283                                 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | 0                                       |

# Part A: Pupil premium strategy plan

## Statement of intent

This statement details our schools use of pupil premium funding, outlining how we intend to spend the fund in this academy year and the impact that last year's spending of pupil premium funding had.

At our school Pupil Premium Funding is used to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential.

This stream of funding ensures that all children at our school have the same opportunities which supports growth and staying safe within the wider community these include:

- Experiences to offer chances of success (including academic achievement and progress), accreditation and qualifications,
- Exposure to social and cultural experiences,
- Support for good physical and mental health
- Support to develop social and emotion literacy.

Children at Ormiston Bridge Academy have experienced a range of challenges prior to their arrival at our school; many are from complex backgrounds, have underdeveloped literacy and numeracy skills and are disillusioned with education. Typically, children who attend our school have a lack of emotional literacy, underdeveloped social skills and have experienced limited social and cultural experiences. As well as other localised issues pertaining to our childrens' community backgrounds, children are often exposed to violence, gang related activity and domestic abuse alongside other physical and mental health challenges.

To address the above, our PP strategy is multifaceted, the money we receive supports a uniform grant, breakfast club, enrichment activities, music therapy and vocational experiences. It is paramount that our children achieve good qualifications whilst being able to develop as individuals who can integrate successfully into modern Britain.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Attendance <ul style="list-style-type: none"><li>• In total 22.3% of children missed more than 1 in 10 sessions in 22-23</li></ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• This has improved only marginally from 22.5% missing more than 1 in 10 sessions in 21-22</li> <li>• Prior to the pandemic this sat at 10-13% missing more than 1 in 10 sessions.</li> <li>• Attendance continues to be an area for strategic development, particularly regarding the disadvantaged if we are able to improve outcomes for PP children.</li> </ul>   |
| 2 | <p>Lack of enrichment experiences</p> <ul style="list-style-type: none"> <li>• Where children have a more disadvantaged home life it is likely there will be less resources for them to be exposed to a broad range of experiences outside of school</li> <li>• this often limits children's opportunities to be broadened within their school setting.</li> <li>• Cultural capital through enrichment experiences offers PP children a new world of learning which in turn affects their access to wonder and aspiration</li> </ul>   |
| 3 | <p>Resources</p> <ul style="list-style-type: none"> <li>• Access to basic food and clothing resources is an essential aspect to working with disadvantaged communities.</li> <li>• Families who receive one or more benefits will benefit from ensuring that at school children are receiving at least one hot nutritious meal a day.</li> <li>• These aspects (e.g., uniform learning equipment and nutritious food) act as barriers to children attending school, which in turn affects children s' ability to perform at school and achieve good outcomes.</li> </ul>   |
| 4 | <p>Social and emotional mental health needs</p> <ul style="list-style-type: none"> <li>• Behaviour acts as a barrier to attendance and progress (and therefore attainment at school),</li> <li>• Meeting individual needs and addressing barriers to learning raise the potential for disadvantaged by meeting need and working to develop strategies to manage behaviour challenges which are as a result of SEMH</li> <li>• Building positive relationships and exploring and developing strategies to workout challenges they may face in the school setting support the school community to work cohesively</li> </ul> |

## 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   |
|--|--|
| 1.<br>Increased attendance   | <ul style="list-style-type: none"> <li>Increased punctuality and attendance for PP children</li> </ul>   |
| 2.<br>Increased engagement in curricular<br>Increased enrichment<br>Increased attendance | Tracking through measurable evidence: <ul style="list-style-type: none"> <li>Decrease in negative behaviour recorded</li> <li>Increase in positive engagement recorded on sims.</li> <li>% as above but on Fridays (as this is when this activity takes place)</li> <li>Student voice</li> </ul> |
| 3. Increased attainment<br>Increased attendance  | <ul style="list-style-type: none"> <li>In 2022-23, 75% KS4 outcomes achieving 5 GCSEs to 100% KS4 achieving 5 GCSEs in 2023-24</li> </ul>  |
| 4. Reduction in behaviours in/ out of school   | <ul style="list-style-type: none"> <li>% of high-level incidents/Suspensions/low level incidents reduced</li> <li>Progress in line with non pp children</li> </ul>   |

## 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 |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

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

Budgeted cost: £ *[insert amount]*

| Activity | Budgeted Cost | Evidence that supports this approach | Challenge number(s) addressed |
|----------|---------------|--------------------------------------|-------------------------------|
|----------|---------------|--------------------------------------|-------------------------------|

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

Budgeted cost: £34,283

| Activity  | Budget Amount  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|--|---|-------------------------------|
| <ul style="list-style-type: none"> <li>Attendance</li> <li>Reward assemblies</li> <li>Reward Vouchers</li> <li>Minibus to collect in the mornings</li> </ul>                      | <ul style="list-style-type: none"> <li>£2,400</li> <li>in vouchers and rewards across the year for assemblies= 10 per child per year</li> <li>£1000</li> <li>in petrol per year £25 pw for 39 weeks</li> </ul> | <ul style="list-style-type: none"> <li>Incentive to be in school and recognition of improved engagement in school supports an increase in attendance and punctuality.</li> <li>Support for families in crisis through transport to and from school relieves pressure on parents and supports children remaining safe during school hours</li> </ul> | 1                             |
| <ul style="list-style-type: none"> <li><i>Enrichment</i></li> <li><i>Enrichment</i></li> <li>Swimming</li> <li>Friday enrichment trips</li> <li>End of term activities</li> </ul> | <ul style="list-style-type: none"> <li><i>£4,683.90 - swimming</i></li> <li><i>£7,000 – Friday afternoons</i></li> <li><i>£600 – x3 end of term trips</i></li> </ul>   | <ul style="list-style-type: none"> <li>Cultural capital experiences enhance children's wonder awe and aspirations thereby engaging them further with education and life chances post 16</li> </ul>  | 2                             |
| <p>Resources</p> <ul style="list-style-type: none"> <li>Uniform provided for all.</li> </ul>  | <ul style="list-style-type: none"> <li>Uniform</li> <li>1500</li> </ul>  | <ul style="list-style-type: none"> <li>Disadvantaged families are supported through being provided with essentials which</li> </ul>   | 3                             |

|   |   |  |   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Sport kit provided for all.</li> <li>• Breakfast club</li> </ul> | <ul style="list-style-type: none"> <li>• 1500</li> <li>• 3000</li> </ul>          | <p>support children to feel part of the school community.</p> <ul style="list-style-type: none"> <li>• Hot and nutritious food being offered throughout the school day ensures all are provided with enough sustenance to learn</li> </ul> |   |
| <p><i>SEMH</i></p> <ul style="list-style-type: none"> <li>• Music Therapist</li> </ul>                    | <ul style="list-style-type: none"> <li>• 245 per day</li> <li>• 12,183</li> </ul> | <ul style="list-style-type: none"> <li>• Suspension Rate when SEMH needs are met reduces</li> </ul>  | 4 |

**Total budgeted cost: £ 34,283**

## 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 2022 to 2023 academic year.

Last year children at our school were offered support in a range of measures from 9:15 -2:45 daily these include.

- Breakfast
- Lunch
- Uniform
- Mentoring
- Literacy support
- Post 16 support
- Enrichment activities weekly
- Core 1-1 tutoring during study leave prior to GCSEs.
- Uniform provided for all.
- Home learning equipment provided for all.

#### Outcomes

- The impact of the above is demonstrated by our results.
- In summer 2023 3 out of 4 or 75% of our PP children achieved 5 or more GCSEs or equivalent,
- 25% of PP children achieved a grade 4 or above in English.
- 1 or 25% amount of PP children received a grade 4 or above in Maths.

#### Post 16

- 100% are now in EET post 16.

#### Suspensions/Behaviours

- 43% (33) of PP as opposed to 57% (44) of non-PP made up the suspension/high level behaviour records.

#### Attendance

- Average attendance of pp was 46% 22-23
- Average attendance of non-PP was 43%

