

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
School name	Ormiston Bolingbroke Academy
Number of pupils in school	934 (Years 7 – 11)
Proportion (%) of pupil premium eligible pupils	58.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2
Date this statement was published	30 th October 2021
Date on which it will be reviewed	31 st August 2022
Statement authorised by	
Pupil premium lead	Clare Fitzgerald / Stacey Snagg
Governor / Trustee lead	Sharon Case

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£549,430
Recovery premium funding allocation this academic year	£0
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	£549,430
Total Recovery budget	£80,040
Total planned spend	£692,611

Part A: Pupil premium strategy plan

Statement of intent

PUPIL PREMIUM SPENDING

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 are able to benefit from the same opportunities as students from less deprived 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 April 2020, the Pupil Premium is worth £955 and goes to students who at any point in the past six years have been in receipt of Free School Meals (FSM); £2345 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 £310 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Evidence shows that children from disadvantaged backgrounds: generally, face extra challenges in reaching their potential at school and often do not perform as well as their peers, therefore the pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

DfE, research recognised that since 2014, around 27% of pupils are seen as 'disadvantaged' based on economic deprivation or social care needs. These pupils attract the pupil premium to their school and accountability includes a focus on their outcomes.

Pupil premium funding is designed to accelerate the progress and raise the attainment of all educationally disadvantaged pupils. It is not restricted to eligible pupils and can be used to support other pupils needing additional support because, for example, they need or have a social worker, or are acting as a carer, even if these pupils are not FSM-eligible. School leaders remain free to meet their students' needs as they assess them.

The attainment gap is the most difficult test facing schools and the Pupil Premium gives additional public funding to schools in order to close this gap. However, although it provides funding, it also provides focus, setting the achievement of children from disadvantaged backgrounds as a priority.

Numbers of OBA Pupil Premium eligible students 2021-2022:

Year Group	No of Students	eligible for PPG	Total %PP
7	181	109	60.50%

8	173	108	62.43%
9	202	114	56.44%
10	180	107	59.44%
11	199	109	54.77%
Total Year 7-11	935	547	58.5%
Total PLAC - 31	Total LAC - 11	Total Service Children - 4	

Ormiston Bolingbroke Academy strives to follow the Key Principles set out by the EEF (Education Endowment Foundation), a charity dedicated to breaking the link between family income and educational achievement and we use our Pupil Premium strategy focuses on supporting students in the following areas:

- Raising progress and attainment - schools can make a difference, 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 for schools to improve outcomes of disadvantaged pupils.
- Improving attendance
- Raising Aspirations
- Engage students in enriching activities, experiences and CEIAG opportunities
- Promoting positive emotional health and wellbeing
- Providing additional support and intervention
- Evidence can help – using an evidence informed approach to how we approach the PP spending.

OBA is committed to students and their educational outcomes being at the heart of the pupil premium strategy.

The academy therefore uses the EEF 3-part model as its approach to Pupil Premium spend as this helps balance the approaches to improve teaching, targeted academic support and wider strategies.

EEF 3 Part Model:

- Teaching – We aim to ensure an effective teacher is in front of every class.
- Targeted Academic Support – All staff (teaching and support) are encouraged to look at how they can provide targeted support, whether it be in structured 1:1, small groups or classroom teaching. This academic support can be after school, on a weekend and during the holidays.

- Wider Strategies – We look at the most significant non-academic barriers to success such as attendance, behaviour and social and emotional support.

Rationale for Spending Strategy 2021-2022:

1 - Teaching:

Barrier: Students enter the Academy with depressed levels of literacy and numeracy, this is affected by a variety of factors, in particular the closure of schools in March 2020 and January 2021.

As a result, the academy has taken the decision to focus a large percentage of the funding on Maths, English, Science and Humanities, providing dedicated PP intervention within and beyond the timetable through GTA support in these subjects. Literacy remains a main focus with time dedicated daily to the Reading Ahead programme and focussed staff CPD to ensure all teachers are working together to raise the literacy levels. This is to ensure that those with reading ages below their chronological age are given the opportunity to make rapid progress. Investment in Edulink is enabling teachers to set homework online and use as a remote platform for home learning during periods of isolation. This is also supported with whole school CPD sessions designated to look at and sharing best practice to support our PP pupils. Online learning platforms such as Tassomai (used in Science) and Seneca (used in English) provide students with the opportunity to apply their learning to retrieval questions addressing gaps in learning.

2. -Targeted Academic Support:

Barrier: Some of our PP students require additional support or an alternative curriculum to meet their needs.

In order to support Year 11 students holistically throughout their examination year every student is allocated an Academic Mentor to support their academic progress and wellbeing. These members of staff support students to review their academic progress, set targets and plan revision.

Alternative provision provides some students with an alternative to exclusion and allows them to access more external support agencies to help them develop the skills needed to re-enter mainstream education at the academy. We have specific staff whose job role it is to work with students that are at risk of exclusion (The majority of whom are identified as PP) and support any intervention packages put into place.

The iZone is a child-centred service which provides tailored support to the needs of each student to allow them to dare to shine in all aspects of their school life. The iZone aims to; remove barriers to learning, support students to be healthy and happy, coordinate personalised student support plans as appropriate, create an inclusive, caring and supportive environment and provide high quality academic, social, emotional and behavioural support. The iZone can be accessed by students for a variety of reasons including students struggling to attend school or needing additional support outside of mainstream lessons. The iZone also provides targeted emotional health and wellbeing support including 1-1 support sessions and the Head Salad programme which provides regular group sessions to students improving social communication skills and supporting EHWB.

Harmonize is an Outstanding Alternative Education School (last Ofsted Jan 2020) for students in Years 9 – 11. The academy's aim is to provide every student with a Vision for Life through a personalised curriculum enabling them to fulfil their potential in education, life and employment.

Students who are referred to The Bridge School from OBA (both KS3 and 4), attend a 12-week programme, with a view to re-integrate them back into school at the end of the placement.

Students will only not return to OBA in the case that they have been assessed for an EHCP, which names a more specialist school as the students' provision.

Barrier: Many of our PP students have not had anyone in the family attend Further or Higher Education, so do not have the same level of knowledge at home to draw from when considering future options.

All Year 11 students will have a 1:1 session with an impartial career's advisor from MPOLY Solutions as well as an interview with a member of our 6th form team. External advisors Mr Matthew Paulson and Ms Laura Bailey prioritise PP students (along with SEND, LAC and PLAC) for appointments as this then allows the greatest opportunity for follow-up appointments where there is a risk of NEET. The academy's Lessons for Life curriculum now has careers projects built into it in a way that our previous ECM programme didn't, which allows us to explore a full range of opportunities. Also, the assembly and tutor programme encourage visiting speakers and things such as apprenticeships and Labour Market Information to be shared.

Barrier: Students often struggle to achieve outcomes due to a lack of resources and opportunities to study and prepare in the correct way for important exams.

Additional study opportunities at weekends and in holiday time enable those KS4 PP students who need extra intervention to access all subjects and enables gaps to be closed more rapidly. Our intervention and enrichment fund enable all subjects to access extra funding for PP students for use in a variety of ways whether it be buying their revision guides or for an innovative idea based on the pedagogical research undertaken they wish to trial. All departments organise their own intervention/enrichment sessions, after school, Saturday or holidays and each department is allocated additional funds based on cohort size to break down barriers and support these students. Impact is measured through impact reports and carefully monitored to ensure funds are being spent efficiently.

3-Wider Strategies:

Barrier: The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.

A dedicated attendance team focus on first day of absence phone calls and visits for all students. A dedicated attendance officer for each year group works to build positive relationships with families in order to identify any barriers to attend school and put targeted interventions into place to support students. Free breakfasts issued on arrival (to all students) ensure that PP students have had access to food/drink at the start of the day to help aid focus and concentration. A robust attendance and punctuality strategy include the use of rewards to ensure the motivation is available for students that have barriers which limits their attendance. Attendance is carefully monitored by all form tutors and is chased up and reported to the attendance team.

Barrier: 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. Allocating funding to this means that no PP student is at a disadvantage due to the cost of a trip and can still access all the opportunities that the academy provides, whether it be a trip to the theatre or a trip to abroad. All students are entitled to various activities as part of the enrichment timetable and supported with access to engage in these i.e. sports, skiing, debate club, public speaking, games club, Duke of Edinburgh etc.

Barrier: Some PP students require additional support to be able to attend school alert each day with the correct uniform/equipment.

All Year 7 students have been provided with a free blazer and tie as part of their transition into the academy. PP students were also issued with an additional £50 uniform voucher to support with the cost of OBA branded items. Uniform subsidies and grants are available to students who require additional support to attend school with the correct equipment and uniform. The academy has also launched a uniform 'swap shop' which enables students in all other years to access good quality recycled uniform. The OBA in the community initiative also provides sanitary products and equipment/stationary free of charge to OBA students.

Challenges

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

Challenge number	Detail of challenge
1	Students enter the Academy with depressed levels of literacy and numeracy, this is affected by a variety of factors, in particular the closure of schools in March 2020.
2	Some of our PP students require additional support or an alternative curriculum to meet their needs.
3	Many of our PP have not had anyone in the family attend Further or Higher Education, so do not have the same level of knowledge at home to draw from when considering future options.
4	The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.
5	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.
6	Some PP students require additional support to be able to attend school alert each day with the correct uniform/equipment

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
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<p>All students to have improved levels of numerous and literacy.</p>	<p>Closing the gap between none PP and PP students. Engaging with the reading ahead programme</p>
<p>Students engage successful with alternative provision programmes including effective use of the I-zone.</p>	<p>All students attend school and met the academy attendance expectations. Engage with any support package implemented in order to achieve outcomes.</p>
<p>Many of our PP have not had anyone in the family attend Further or Higher Education, so do not have the same level of knowledge at home to draw from when considering future options.</p>	<p>Improved retention of PP students in the academy sixth form or alternative education or employment. Exposed to experiences of Higher Education. All students to have access to independent careers advice.</p>
<p>The attendance of PP students is below non-PP students. This reduces their school hours and causes them to fall behind.</p>	<p>All students attend school and met the academy attendance expectations. Access the needs of students and put the correct resources in place including counselling, access to I-zone and access to Head salad programme of support.</p>
<p>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.</p>	<p>Comprehensive and well publicised enrichment offer. Track and monitor high attendance from our PP cohort.</p>
<p>Some PP students require additional support to be able to attend school alert each day with the correct uniform/equipment</p>	<p>All students have access to a free breakfast in the morning. All year 7 students to receive a free school blazer and tie, PP students also get a £50 voucher to contribute to the cost of school uniform. Uniform swap shop for all other years to help with costs of uniform.</p>

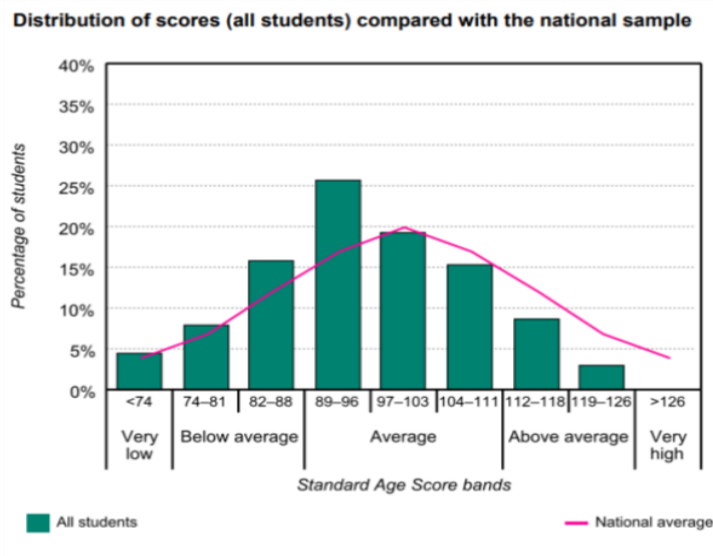
Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 232,036

Activity	Evidence that supports this approach	Challenge number(s) addressed																												
Quality First Teaching	<p>Progress 8 is improving over time for our PP students with the goal of getting to 0 or above. Quality first teaching has a key part to play in this journey of improvement across all subjects aided by CPD for all staff.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>PP P8</td> <td>-0.23</td> <td>-0.24</td> <td>-0.10</td> </tr> </tbody> </table>	Year	2019	2020	2021	PP P8	-0.23	-0.24	-0.10	1, 2, 3, 5																				
Year	2019	2020	2021																											
PP P8	-0.23	-0.24	-0.10																											
Teaching assistant support	<p>Teaching assistant support is another key measure to ensure our students get the support they need in order to make progress in lessons. The goal is to get to 0 or above for our SEND students demonstrating they are performing at the same level as their peers nationally from KS2 data.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>SEND PP</td> <td>-0.96</td> <td>-1.28</td> <td>-1.05</td> </tr> </tbody> </table>	Year	2019	2020	2021	SEND PP	-0.96	-1.28	-1.05	2, 3,5																				
Year	2019	2020	2021																											
SEND PP	-0.96	-1.28	-1.05																											
GTA English, Maths, Science and Humanities	<p>We have employed Graduate Teaching Assistants in the core subjects and majority of the Ebacc subjects to improve performance. All subjects have an improved P8 score from last year but subjects are still not at 0 or above and therefore we have employed extra support to target interventions with children who need it most.</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-1.04</td> <td>-0.83</td> <td>-0.73</td> </tr> <tr> <td>Maths</td> <td>-1.07</td> <td>-0.66</td> <td>-0.10</td> </tr> <tr> <td>Science</td> <td>-0.87</td> <td>-0.29</td> <td>-0.13</td> </tr> <tr> <td>History</td> <td>-1.38</td> <td>-0.94</td> <td>-0.03</td> </tr> <tr> <td>Geography</td> <td>-1.25</td> <td>-0.92</td> <td>-0.05</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2019	2020	2021	English	-1.04	-0.83	-0.73	Maths	-1.07	-0.66	-0.10	Science	-0.87	-0.29	-0.13	History	-1.38	-0.94	-0.03	Geography	-1.25	-0.92	-0.05					1, 2, 3, 5
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		1, 5																												



Year 7 GL Data

The mean standard age score for this year group is significantly lower than the national average.

The spread of standard age scores for this group is significantly lower than national average.

Our students:

Analysis of group scores (by Curriculum content category)

The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

Curriculum content category	Number of questions	Group % correct	National % correct	Difference
English Skills: Spelling	14	51%	49%	2%
English Skills: Grammar and Punctuation	15	39%	49%	-10%
Reading Comprehension: Narrative	15	48%	57%	-9%
Reading Comprehension: Non-Narrative	13	30%	43%	-13%

Analysis of group scores (by Reading comprehension category)

The table and chart below show the percentage of questions answered correctly by all students compared with those for the national average.

Reading comprehension category	Number of questions	Group % correct	National % correct	Difference
Authorial Technique	7	37%	45%	-8%
Retrieval	5	32%	48%	-16%
Simple Inference	12	47%	57%	-10%
Complex Inference	4	38%	46%	-8%

- Year 7 (2-4 year reading age deficit)
- Year 8 (3-5 year reading age deficit)
- Year 9 (4-6 year reading age deficit)

20 students in each year group with the lowest reading ages are being targeted to attend reading interventions during morning form time. This will help them to develop: Reading fluency – their ability to read easily and fairly quickly.

	Understanding and inference – their ability to understand the meanings of the words, sentences, paragraphs and overall texts that they read													
Fresh Start	Fresh start is a program introduced in English this year. It is an Intensive reading programme for children in Year 7 – 9 who are lacking the basic reading skills. Currently there are 12 students accessing the intervention five days a week (10 out of the 12 students are eligible for PP). Students are split into small groups depending on their ability and supported by a member of staff to develop their phonics ability. Duration of support is dependent on ability and progress. 1x Year 9 students has made sufficient progress over the course of the first term to reintegrate back into mainstream English lessons.	1,5												
TLR for English, Maths and Science	Closing the gap between pp and none pp in each subject. Curriculum leaders will be tracking this cohort to ensure the gap closes.	1, 2, 3, 5												
	<table border="1"> <thead> <tr> <th>2021 Results</th> <th>PP</th> <th>None PP</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-0.73</td> <td>-0.08</td> </tr> <tr> <td>Maths</td> <td>-0.10</td> <td>-0.03</td> </tr> <tr> <td>Science</td> <td>-0.13</td> <td>-0.01</td> </tr> </tbody> </table>		2021 Results	PP	None PP	English	-0.73	-0.08	Maths	-0.10	-0.03	Science	-0.13	-0.01
	2021 Results		PP	None PP										
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Maths	-0.10	-0.03												
Science	-0.13	-0.01												
Music tuition	42% of the cohort currently accessing music tuition this year are PP students. (Keyboard, Woodwind, Drums, Producing, Guitars, DJ and Singing)	1, 2, 3, 5												

Targeted academic support

Budgeted cost: £ 141,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Interventions all subjects/ Educational Visits</p>	<p>IOAT <small>Boilingbrake - GCSE 2021 - Y11 TAG</small> GCSE 2021 STUDENT GROUP PROGRESS</p> <table border="1"> <caption>GCSE 2021 Student Group Progress Data</caption> <thead> <tr> <th>Subject</th> <th>Progress</th> </tr> </thead> <tbody> <tr><td>Maths</td><td>-0.04</td></tr> <tr><td>Eng Lang</td><td>-0.54</td></tr> <tr><td>Eng Lit</td><td>-1.21</td></tr> <tr><td>Science</td><td>-0.07</td></tr> <tr><td>Biology</td><td>0.06</td></tr> <tr><td>Chemistry</td><td>0.06</td></tr> <tr><td>Physics</td><td>0.06</td></tr> <tr><td>Geography</td><td>-0.03</td></tr> <tr><td>History</td><td>-0.03</td></tr> <tr><td>Spanish</td><td>-0.46</td></tr> <tr><td>Art</td><td>1.36</td></tr> <tr><td>Dance</td><td>0.70</td></tr> <tr><td>Drama</td><td>-0.25</td></tr> <tr><td>Film Studies</td><td>0.60</td></tr> <tr><td>Music</td><td>-0.47</td></tr> <tr><td>PE GCSE</td><td>-0.46</td></tr> <tr><td>Philosophy</td><td>0.93</td></tr> <tr><td>Business</td><td>1.16</td></tr> <tr><td>Catering</td><td>1.53</td></tr> <tr><td>Child Dev</td><td>1.16</td></tr> <tr><td>Construction</td><td>-0.97</td></tr> <tr><td>Design Craft</td><td>1.28</td></tr> <tr><td>Engineering</td><td>0.62</td></tr> <tr><td>H&SC</td><td>1.17</td></tr> <tr><td>IT</td><td>0.51</td></tr> <tr><td>Sport</td><td>1.21</td></tr> <tr><td>Travel & Tourism</td><td>0.78</td></tr> </tbody> </table>	Subject	Progress	Maths	-0.04	Eng Lang	-0.54	Eng Lit	-1.21	Science	-0.07	Biology	0.06	Chemistry	0.06	Physics	0.06	Geography	-0.03	History	-0.03	Spanish	-0.46	Art	1.36	Dance	0.70	Drama	-0.25	Film Studies	0.60	Music	-0.47	PE GCSE	-0.46	Philosophy	0.93	Business	1.16	Catering	1.53	Child Dev	1.16	Construction	-0.97	Design Craft	1.28	Engineering	0.62	H&SC	1.17	IT	0.51	Sport	1.21	Travel & Tourism	0.78	<p>2, 3, 5</p>
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<p>Alternative provision</p>	<p>All 8 students currently accessing AP placements are eligible for PP.</p> <table border="1"> <thead> <tr> <th></th> <th>Total No. of FTE recorded</th> <th>PP Students</th> <th>Non PP Students</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>121</td> <td>95</td> <td>6</td> </tr> <tr> <td>2020-2021</td> <td>53</td> <td>46</td> <td>7</td> </tr> <tr> <td>2021</td> <td>7</td> <td>6</td> <td>1</td> </tr> </tbody> </table>		Total No. of FTE recorded	PP Students	Non PP Students	2019-2020	121	95	6	2020-2021	53	46	7	2021	7	6	1	<p>2</p>																																								
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2021	7	6	1																																																							
<p>EduLink</p>	<p>We needed a homework recording system and a way of communicating with isolating children. We decided this was the best option to use so that everything was on the one platform for ease of use with students and parents.</p>	<p>1, 3</p>																																																								
<p>Bidding pot</p>	<p>Due to low academic outcomes, staff have flexibility within their departments to buy extra resources to support targeted learning both in class and at home.</p>	<p>1, 3</p>																																																								
<p>Tassomai</p>	<p>Tassomai will be used again due to the fact that retrieval is known to be one of the most effective methods of learning. Using Tassomai, students get a chance to practice questions on a daily basis.</p> <p>The System is designed to target questions students are weaker at and teachers can view an understanding grid to target intervention for students.</p>	<p>1, 3</p>																																																								

Wider strategies

Budgeted cost: £ 319,521

Activity	Evidence that supports this approach	Challenge number(s) addressed																
Inclusion village	<p>23/28 of students currently accessing lzone support are entitled to PP.</p> <p>lzone access reasons include, vulnerable student and personalised timetable support. Reintegration timetable, support returning from AP, subject support, start of the day/ form time emergency drop in.</p>	4, 5, 6																
EHWB Support	<p>7/9 students accessing 1:1 wellbeing sessions as part of the lzone support are PP students. The purpose of the wellbeing sessions is to provide a safe space for students to focus on their wellbeing and mental health.</p> <p>70% Students who accessed external counselling support/services in school during the 2020-2021 academic year are entitled to PP.</p> <p>Referrals for counselling increased following the periods of lockdown and as a result the academy has employed a second counsellor. Two Counsellors from Lyndon Counselling Services see x12 students on a weekly basis. There are also currently 12 students waiting for access to the service.</p>	4, 5, 6																
Head salad	<p>Head Salad is an intervention programme that has been used at OBA from September 2015. In March 2021 (the point of the initial lockdown) 126 students were accessing Head Salad support.</p> <table border="1" data-bbox="528 1525 946 2056"> <thead> <tr> <th data-bbox="528 1525 647 1615">Class</th> <th data-bbox="647 1525 946 1615">% Decrease in Mental distress (Core Y-P score)</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 1615 647 1677">7V</td> <td data-bbox="647 1615 946 1677">11.7</td> </tr> <tr> <td data-bbox="528 1677 647 1740">7W</td> <td data-bbox="647 1677 946 1740">31.4</td> </tr> <tr> <td data-bbox="528 1740 647 1803">7X</td> <td data-bbox="647 1740 946 1803">18.5</td> </tr> <tr> <td data-bbox="528 1803 647 1865">8Y</td> <td data-bbox="647 1803 946 1865">21.5</td> </tr> <tr> <td data-bbox="528 1865 647 1928">8X</td> <td data-bbox="647 1865 946 1928">30.5</td> </tr> <tr> <td data-bbox="528 1928 647 1991">8W</td> <td data-bbox="647 1928 946 1991">10.9</td> </tr> <tr> <td data-bbox="528 1991 647 2056">9Z</td> <td data-bbox="647 1991 946 2056">27.4</td> </tr> </tbody> </table>	Class	% Decrease in Mental distress (Core Y-P score)	7V	11.7	7W	31.4	7X	18.5	8Y	21.5	8X	30.5	8W	10.9	9Z	27.4	4, 5, 6
Class	% Decrease in Mental distress (Core Y-P score)																	
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8Y	21.5																	
8X	30.5																	
8W	10.9																	
9Z	27.4																	

	<p>Across Year 7, 8 and 9 cohorts, there was a reduction in Core YP (Edinburgh-Warwick questionnaires) score compared to baseline scores. Similarly, mental wellbeing scores showed an increase over the course of the academic year. The largest improvements were seen in mental distress rather than mental wellbeing.</p> <p>41/74 students who accessed Head Salad during the last academic year were entitled to PP.</p>	
Free breakfast	<p>Many studies have shown the benefits of eating breakfast on energy and concentration. The NHS promotes eating breakfast but states that up to a third of the population regularly skip this meal. Lack of time maybe one reason but lack of food in the house may be another for PP students. Free breakfasts issued on arrival (to all students) ensure that PP students (almost 60% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration.</p>	4, 5, 6
Transition	<p>Curriculum is adapted according to information obtained from primary school to ensure it is responsive to the cohorts needs.</p> <p>Experience has shown that the more students are involved in academy life prior to their start, the smoother their transition is. Saturday Academy, Induction Days and Summer School all contribute to this.</p> <p>100% of parents who completed a summer school questionnaire stated that their child had benefitted from attending summer school.</p> <p>100% of students who completed a questionnaire stated that they would recommend summer school to other children starting at the academy.</p>	4, 5, 6
Work experience and guidance	<p>The DFE report on Students who are not in Education, Employment or Training (NEET) 2014 Identified common risk factors for students becoming NEET –</p> <p>Amongst both the 20 interviewed NEETs and the whole NEET group of 86, there was a significantly higher</p>	1, 3

	<p>incidence of Special Educational Needs, parental unemployment, lower parental qualifications, low Socio-Economic Status and a higher incidence of caring responsibilities than amongst the overall cohort. wider EPPSE (Effective Pre-school, Primary and Secondary Education) Multiple risk factors were often at play in the lives of NEET young people many of which were present from their early years or emerged during the course of compulsory schooling. These can have a hugely detrimental impact upon educational achievement and the pathways and opportunities available to young people post 16. This is evidenced by the findings of this research and the results from the wider EPPSE research study which show the high prevalence of poor GCSE grades amongst NEET young people in comparison to the whole EPPSE cohort.</p> <p>As a result of this the academy will continue to employ MPLOY solutions to provide quality and impartial advice to all OBA students. All Year 11 students will have a 1:1 session with a career's advisor from MPOLY Solutions as well as an interview with a member of our 6th form team. External advisors Mr Matthew Paulson and Ms Laura Bailey prioritise PP students (along with SEND, LAC and PLAC) for appointments as this then allows the greatest opportunity for follow-up appointments where there is a risk of NEET. The academy's Lessons for Life curriculum now has careers projects built into it in a way that our previous ECM programme didn't, which allows us to explore a full range of opportunities. Also, the assembly and tutor programme encourage visiting speakers and things such as apprenticeships and Labour Market Information to be shared.</p>	
Attendance	PP attendance for last academic year is 92.0% for non-pp compared to 88.5% for PP.	4

	Persistent absence for non-pp is 13.4% compared to 21.9% for PP.	
Education Welfare Input	The academy buys in support (15 hours per week) from Education Welfare to support the academy in improving whole school attendance. This has increased from 10 hours previously. Legal Action in the 2019/20 and 2020/21 has been affected by the school and court closures due to the national lockdowns.	4, 5, 6
Subsidise uniform Uniform Swap Shop	With nearly 60% of the cohort entitled to PP coupled with the financial implications of Covid that many of our families are currently facing, the uniform provision and subsidiary helps to remove what could become a barrier to students attending school if they cannot afford uniform/PE kit. Providing a free blazer for all Year 7 students was introduced for the September 2021 Year 7 cohort and will be done again for the 2022 cohort.	6
Pastoral managers (Non-Teaching)	To respond to and address barriers to learning so that students feel happy and safe in school and can achieve academically.	4, 5, 6

Total budgeted cost: £ 690,142

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our catch up and pupil premium activity had on pupils in the 2020 to 2021 academic year.

Spend evaluation 2020 – 2021

Catch Up Funding (11-19)

Total Funding available	£98,663
Coaches	£64,325
Holiday Intervention Sessions	£9,426
Resources	£3,155
Total Spend	£76,906
Funding carried forward to 2021-2022 academic year	£21,757

The academy employed coaches in English, Maths and Science who extracted students for 1-1 support.

Science KS3/KS4: Science coach Mr Marc Crehan was used last year to support students across a range of year groups. In Year 9 he took a group of students for small group tuition to offer them more one to one support with the science content being taught in lessons. He did the same for Year 11 classes taking out key pupils from different groups to have small group targeted intervention sessions. He also ran sessions after school before the lockdown from September to December for specific Year 11 students requiring additional support. Mr Crehan provided in-class support for year 7 and 8 classes as well running an after-school enrichment (Intrepid Explorers) for KS3 students.

Science Sixth Form: Mr Crehan ran weekly sessions with sixth form students taking applied science. For year 13, he supported with the coursework element, giving feedback to students on their work and how they could improve it. For year 12, he supported students with the exam element of the subject, going over key concepts of the course and any areas that students were struggling with. Marc also acted as a TA in some A-Level lessons to support students throughout the lesson as well.

English KS3/4: Year 11 - Miss Elizabeth Cook worked with our 7+ cohort once a week to stretch them. This consisted of small group and 1-1 interventions after school, mainly working on language and

transactional writing skills. Elizabeth also worked with our PP Boys group, working in lessons or extracting students from lessons with guidance from our RLP on how to improve their performance in language Q4 and 5 Paper 1.

Year 10 – Miss Cook worked with different students in the MAP category, mainly PP, to support lessons.

Year 9,8,7 – Elizabeth focused on reading and writing with the SEND students across the year group. This included working on phonetics with students with incredibly low reading ages, 1-1 reading intervention across the years groups and supporting in guided reading lessons. The focus was on comprehension and inference skills, as well as SPAG improvements. Miss Cook did baseline assessments and identified errors of improvement for each individual student. When students progressed, they then reintegrated.

English Sixth Form: Miss Cook worked in class supporting for resit, transition and functional skills groups; small group and 1:1 support focusing on the speaking and listening examination. Miss Cook had weekly slots with Year 13 Literature students on a 1:1 basis – focusing on coursework- redrafting and revision for examinations. Miss Cook in particular worked on the war comparative essay and Rossetti poetry revision. Miss Cook offered after school interventions with Y13 Language and Literature. Students were sporadic in their attendance, but when they did attend they were supported with covering aspects of the course they weren't sure of. Lizzie was adaptable here and worked on a rolling basis, taking into account what students requested to study. Miss Cook facilitated 2:1 group revision slots with resit students and had a regular timetabled slot for resit students to attend for extra intervention with a focus on transactional writing and accuracy of writing. When students didn't attend, Miss Cook liaised with staff and parents at home to try and encourage attendance.

Maths KS3/4: Mr Tashin Chowdhury supported Year 11 students who had been identified as underachieving on a withdrawal basis from lesson once per week focussing on consolidating grade 4/5 work. He also worked with PP y10 students on a withdrawal basis from lesson focussing on consolidating grade 4 material. He did form time intervention with ten of our vulnerable/disadvantaged Year 11 students (students worked in pairs and had one session per week).

Mr Chowdhury also supported in a variety of KS3 classes, catching students up on work missed during periods of isolation and also supporting students identified by the teacher as underachieving or struggling with a particular topic or concept.

Additionally, Mr Chowdhury ran the KS3 homework club where KS3 students could drop in for help with their Maths homework.

Maths Sixth Form: Mr Chowdhury worked with students on the level 2 transition pathway twice a week. This was a large, mixed ability class in terms of prior Maths attainment and Mr Chowdhury worked with students on a withdrawal basis practising and consolidating the key skills required for the functional skills examination and looking at how we apply those skills to the functional skills exam questions. He provided in class support for Year 12 resit students; this was directed by the teacher and involved supporting students with their work in lesson or withdrawing students and doing more focussed one to one revision. He also did resit intervention with two year 12 girls during form time in the mornings who were lacking in confidence.

The below tables show the assessment data in Autumn term when the coaches started their work compared to the final data collection, showing the impact of their interventions.

Sixth form data:

Subject	VA (Disadvantaged) Y13 20/21	Autumn VA	Summer Results	Improved or Not?
English Lit	3 (60%)	-0.25	0.65	Y
English Lang	2 (40%)	-0.44	0.40	Y
Biology	3 (75%)	0.65	-0.34	N

KS4 data:

Subject	PP (Disadvantaged) Y11 20/21	Autumn P8	Summer Results	Improved or Not?
English	105 (52.26%)	-0.43	-0.73	N
Maths	105 (52.26%)	-0.32	-0.10	Y
Science	106 (53.26)	-0.31	-0.27	Y

Easter Holiday Interventions: Interventions took place for the full two-week holiday with many students opting to attend academic revision and intervention sessions.

Term 1

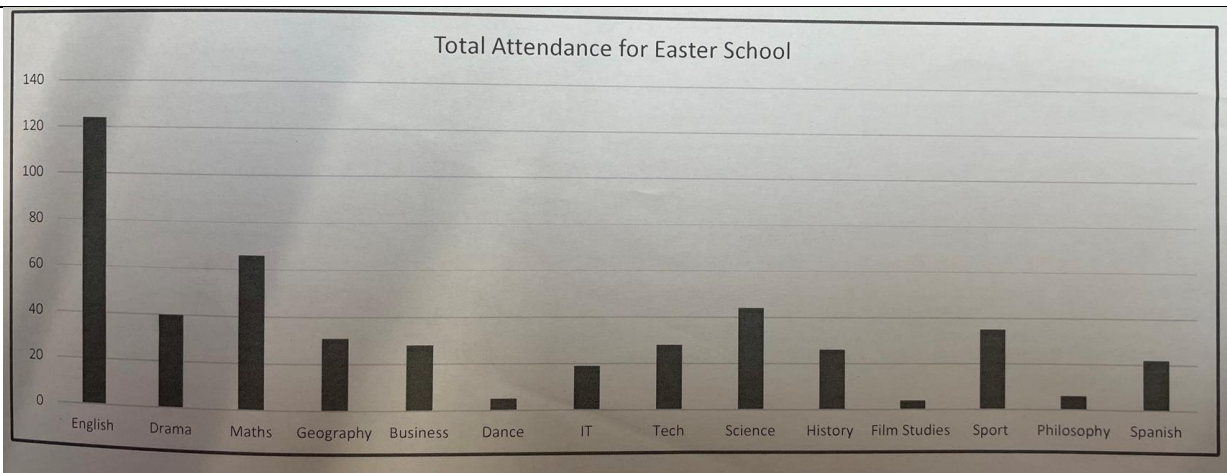
Week Commencing	Date Requested	Year	Subject	Start and end time
19th October 2020 No Saturday due to HT	Tuesday 20th October 2020	Yr11	Spanish	3-5pm
	Tuesday 20th October 2020	Yr11	Drama	3-5pm
	Wednesday 21th October 2020	Yr11	Sport	3-5pm
	Wednesday 21st October 2020	Yr11	Dance	3-5pm
	Thursday 22nd October 2020	Yr11	English	3-5pm
	Thursday 22nd October 2020	Yr11	History & Geography	3-5pm

26th October 2020 Half Term No Saturday	Monday 26th October 2020	Yr11	Catering	10-1pm
	Monday 26th October 2020	Yr11	Design Craft	10-1pm
	Monday 26th October 2020	Yr11	Dance	10 -2pm
	Monday 26th October 2020	Yr11	Engineering	10-1pm
	Monday 26th October 2020	Yr11	English	10 - 12pm
	Tuesday 27th October 2020	Yr11	Construction	10-1pm
	Tuesday 27th October 2020	Yr11	Vehicle Tech	10-1pm
	Tuesday 27th October 2020	Yr11	Engineering	10-12am 12-2pm
	Tuesday 27th October	YR11	Drama	10-1pm
	Wednesday 28th October 2020	Yr11	Maths	10-12pm
2nd November 2020 SLT - MMC	Tuesday 3rd November 2020	Yr11	Drama	3-5pm
	Tuesday 3rd November 2020	Yr 11	Construction	3-5pm
	Wednesday 4th November 2020	Yr11	Sport	3-5pm
	Wednesday 4th November 2020	Yr11	Dance	3-5pm
	Saturday 7th November 2020	Yr11	Maths	10-12am
	Saturday 7th November 2020	Yr11	Philosophy	10-12am
9th November 2020 SLT - CFD	Tuesday 10th November 2020	Yr11	Drama	3-5pm
	Tuesday 10th November 2020	Yr11	Construction	3-5pm
	Saturday 14th November	Yr 11	Drama	10-1pm
16th November 2020 SLT - MOS	Tuesday 17th November 2020	Yr11	Drama	3-5pm
	Tuesday 17th November 2020	Yr 11	Construction	3-5pm
	Wednesday 18th November 2020	Yr11	Sport	3-5pm
	Wednesday 18th November 2020	Yr11	Dance	3-5pm

	Saturday 21st November 2020	Yr11	Spanish	10-1pm
23rd November 2020 No Saturday due to long weekend	Tuesday 24th November 2020	Yr11	Construction	3-5pm
	Wednesday 25th November 2020	Yr11	Dance	3-5pm
30th November 2020 SLT - GME	Tuesday 1st December 2020	Yr11	Drama	3-5pm
	Tuesday 1st December 2020	Yr 11	Construction	3-5pm
	Wednesday 2nd December 2020	Yr11	Sport	3-5pm
	Wednesday 2nd December 2020	Yr11	Dance	3-5pm
	Saturday 5th December	Yr 11	Drama	10-12pm
	Tuesday 8th December 2020	Yr11	Drama	3-5pm
	Tuesday 8th December 2020	Yr11	Construction	3-5pm
	Wednesday 9th December 2020	Yr11	Dance	3-5pm
	Thursday 10th December 2020	Yr11	Spanish	3-5pm
	Saturday 12th December 2020	Yr11	Maths	10-12pm
	Tuesday 15th December 2020	Yr11	Drama	3-5pm
14th December 2020 No Saturday	Tuesday 15th December 2020	Yr 11	Construction	3-5pm
	Wednesday 16th December 2020	Yr11	Sport	3-5pm
	Wednesday 16th December 2020	Yr 11	Dance	3-5pm

Term 2 – 2nd lock down no interventions

Term 3 - Students returned from lock down three weeks prior to Easter half term.



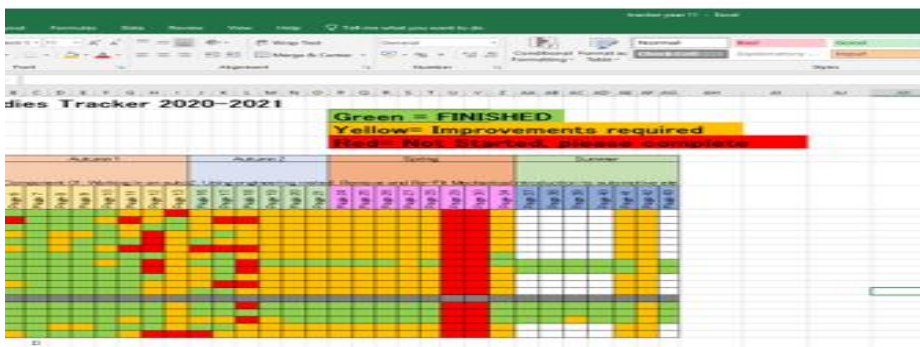
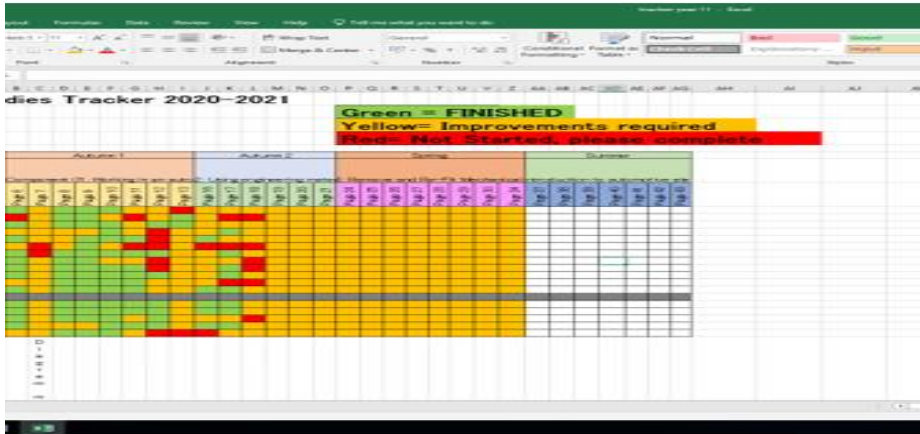
Staff completed Impact Statements for any intervention that took place during the school holidays. The examples below demonstrate progress achieved.

Impact statement for Maths showing student progress made during the session. The first column is how they scored in a mock for a set of questions which the teacher focused on during the intervention and the final column is the improved scores.

Specific Reason for intervention	Impact/ Evidence	
	Total score out of 9 on 3 x GCSE questions (start of session)	Total score out of 9 on 3 x GCSE questions (end of session)
To improve performance on GCSE questions on angles in polygons, simultaneous equations and surds.	0	7
	0	9
	0	4
	1	7
	0	7
	0	6
	3	8
	3	9
	0	3
	0	8
	1	4
	0	6
	1	9
	0	7
	2	4
	0	7
	0	6
0	7	
0	5	
Average Group Score	0.6	6.5

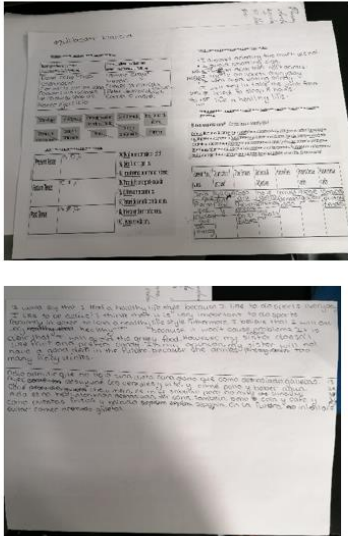
Impact statement for Technology coursework completion. The top spreadsheet shows performance before intervention and the bottom shows the impact of the time spent during half term intervention.

Tracker:



Example of impact statement produced for Spanish showing the impact of the Easter half term and evidence of work completed.

Recorded on Evolve (Y/N)	Specific Reason for intervention	Impact/ Evidence (screenshot of evidence)
Y	<p>Due to the impact of Covid-19 and the closure of schools, students missed the opportunity to learn an important topic on the GCSE specification.</p> <p>Although work was set to cover this topic on Google Classroom, the students selected either didn't engage with the work or struggled to complete it and reflect on their knowledge due to the lack of face-to-face teaching and support on the topic.</p>	<p>Students did a retrieval task as a starter based on the vocabulary learnt last lesson. That way, they could practise and self-assessed their knowledge of key verbs and vocabulary related to the topic of health.</p>
Y		<p>Before moving to the next activity, students reviewed different tenses they learnt last year and in September. Then, they practised their grammar skills by identifying the right tense in short Spanish sentences with a short translation into English afterwards. This was aimed to embed their knowledge of key <u>grammr</u> and give them the ability to manipulate the key verbs related to 'health' topic.</p>
Y		<p>The next activity involved identifying grammar points in a Spanish paragraph such as connectives, intensifiers and other high-level features). This activity was designed to</p>
Y		
Y		
Y		
Y		
Y		
Y		
Y		
Y		
Y		
Y		
Y		

Y		show students good examples and structures to include in a piece of writing.
Y		
Y		<p>The last activity was a good transition to the previous one as students were expected to produce a piece of writing based on the topic using different tenses.</p> 

Resources: Maths subscription was used during lock downs to consolidate knowledge and is now being used as a homework aid to support home learning for this academic year. Revision guides used to support students with their TAG assessments last academic year in a number of subjects including History and Spanish. Teachers used the revision guides in class to support with gaps in knowledge due to the pandemic. Money was also used to buy all PP students the correct calculator in maths as many either don't have the equipment or it's the wrong specification making it difficult for students to access the content of this element of the course.

Pupil Premium (7-11)

Teaching

Quality First Teaching: Class size: OBA has smaller classes compared to the trusts average due to extra staff in English, Maths and Science.

The average class size in Years 7-11 is 24 with the OAT target being 27.

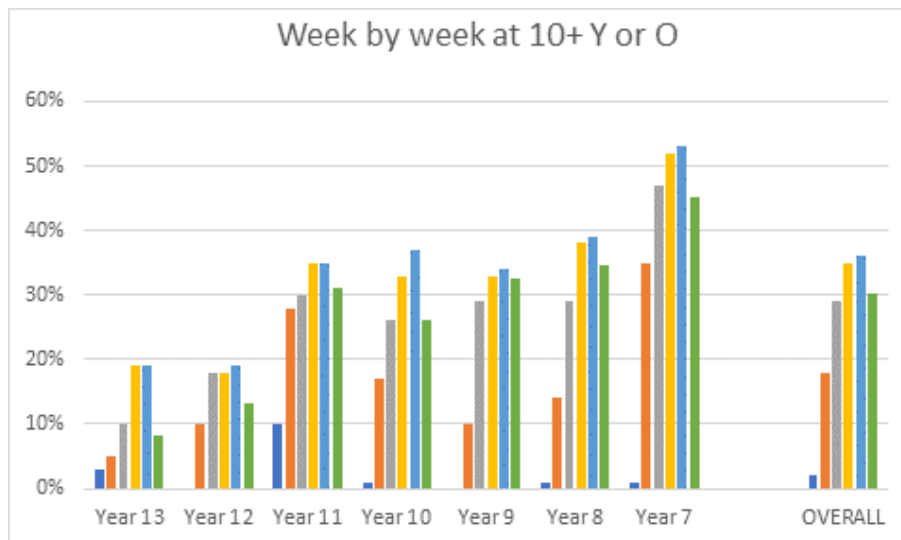
Average Class Size & Contact

	Summary
FTE Teachers Employed	74.6
Total Contact Periods	1372.1
Average Load	18.4
Av Y7-11 Teacher Contact Per Period	40.2
Average Y7-11 Class Size	23.9
Av KS5 Teacher Contact Per Period	14.7
Average Y12-13 Class Size	15.0
Average Y12-13 Teaching Group Size	15.0

Online Learning: Prior to the first lockdown, Mr Wynne led whole-staff CPD to launch the academy's online provision that would be used in the event of remote learning. At this point, Google Classroom and Microsoft Teams were the platforms used with students also using their school email addressed to access live lesson invites.

Following this, step-by-step 'How to' guides were created and published on the school website providing support for families at home and additional best practice guidance for staff.

Engagement Data:



Reading Ahead: Reading assessments undertaken with students in year groups 7-9 found significant reading age deficits.

- Year 7 (2-4 year reading age deficit)
- Year 8 (3-5 year reading age deficit)
- Year 9 (4-6 year reading age deficit)

On the 4th May the academy launched its new form time 'Reading Ahead' programme. This is a whole-school initiative involving students reading a range of exciting and challenging texts for 20 minutes, four times a week with their form tutors. Reading a range of texts is important not only for student's success in school but it has been proven to help their own personal development too. Students who read are often better at communicating as well as having a wider vocabulary. Texts have been carefully selected for years 7-11 to encourage wider thinking and discussion on how characters can have courage and make the right choices this means students will have read a minimum of 14 extra novels by the time they leave our school.

Whole school CPD was delivered to staff by the Head of English to highlight the importance of the intervention and the significant need for support strategies in lessons to enable students to both access texts and improve their reading and comprehension skills.

20 students in each year group with the lowest reading ages are now being targeted to attend reading interventions during morning form time. This will help them to develop:

Reading fluency – their ability to read easily and fairly quickly.

Understanding and inference – their ability to understand the meanings of the words, sentences, paragraphs and overall texts that they read.

Tom Bennett Training: In July, the academy invested in CPD from specialised behaviour expert Tom Bennett. This initial training took place for SLT, Middle Leaders and Heads of Year/Pastoral Staff. The training was focused on modelling new initiatives and scripting lessons for a whole staff consistent approach to dealing with behaviour issues after students have spent log periods in lockdown. Following this, staff training at the start of the year was adapted to include SLT walking staff through new routines, such as 'Threshold', assembly formalities and dining room etiquette. This was to ensure a consistent and persistent approach to further improve the culture across the academy. The second part of this training will take place in October where whole school CPD will take place.

Teaching Assistant (TA) Support: The academy employed 9 TA's to support students in Years 7-11. TA's were deployed by the SENDCO to support students identified as vulnerable through their SEN needs, referrals from staff and EHCP status. Support took the form of:

In-class support and SEND support plans (created by TA's) for practical in-class strategies for staff to implement to support all SEND students across the academy.

TLR in Maths/English and Science

Large departments have a member of the team with additional responsibility who can deputise the running of the department. These members of staff will have a focus on specific year groups to identify underperformance as well as adapting the curriculum to support student progression. Staff with TLR's used the transition information from primary schools to ensure effective preparation of the 2021-2022 curriculum that was responsive to the needs of the new cohort.

ACADEMIC TRANSITION

Humanities (History/Geography/RE)

Staff matched up what the student had missed due to Covid-19 and discovered that across the schools there was some commonalities that kept appearing.

Therefore the first 3 lessons in Geography and History have been about the missed content.

In History, a large number of primary schools had not performed a local study, Ancient Greece and a thematic study – so we implemented all 3 across the start of the year.

In Geography, a large number of primary schools had not performed geographical and map skills, North America, physical geography, such as the earth – so these became the first 3 lessons.

In RE, most of the schools had missed of opportunities for personal reflection – so we have implemented opportunities for this throughout the year, to build pupil opinion.



English

The key things identified by the majority of schools are identified in bold what we have done to address this.

Writing skills- use of effective punctuation (flagged by 5 separate schools)

SPAG focus for this HT was strengthening understanding and use of simple punctuation. Next half term (before Christmas) focus is developing using punctuation for effect and curriculum has been redesigned to have a punctuation/grammar focus in each HT to improve these skills.

Developing answers to longer mark questions:

Reading focus for this HT was ability to infer and summarise. By week 3 students are taught how to use these skills in full analytical paragraphs, the sort that would be needed for long mark questions.

Students haven't had much opportunity to complete whole class reads. (Schools flagged they hadn't looked at different genres/styles)

Reading Ahead scheme means all pupils are reading 'Wonder' in form and will read two more texts by the end of the year in form time, and in class students are reading all of the Greek Myths as full short stories and look at conventions of myth stories. They will also look at 'The Hobbit', looking at fantasy fiction and 'The Tempest' looking at play structures later this year in their entirety.

4 schools also identified that students presentation skills had dropped- therefore there has been a whole school focus on improving presentation and standards in books.

Maths

Algebraic Notation

Advice: Students coming up from year 6 are likely to have missed the algebra block from the year 6 national curriculum due to school closures. As this content is new for most students we have extended this block to 3 weeks. Consider teaching some steps together, such as numerical function machines, to spend longer on the others. Some schools have mentioned that algebra is an area that hasn't been covered at all. So it may be that we need to spend more time on the basics.

Place value and ordering

Advice: Students will have looked at the place value of numbers to 10 million in primary school, and should have also used inequality symbols to compare numbers. Some of the earlier small steps in this block can be combined if necessary to allow more time on new learning. The range and median are not on the primary national curriculum and so these concepts are likely to be brand new for students.

Some schools have said that place value is a weakness so it may be that we need to take more time looking at this and the use of concrete manipulatives may be beneficial here.

Multiplication & Division Problem Solving

Advice: If students have come from a primary school that uses White Rose Maths Schemes of Learning then they are likely to have missed the converting units and area block in year 6 due to school closures.

They will have seen this in earlier years to some extent, but it may have been some time since they last covered it in detail. The mean is taught in the summer term for year 6 and so this is likely to be brand new to a number of students. Consider merging some small steps if needed to focus on others. For example, multiplying and dividing by powers of 10 could be incorporated into the converting metric units small step

3

Targeted Academic Support

Music tuition continued during the academic year. 41 of the music cohort accessing weekly music tuition from external peripatetic tutors during the last academic year were PP students.

Interventions all subjects
See above in Catch Up spending

Educational visits – no visits took place due to the pandemic.

Alternative provision: The academy utilised 2 registered Alternative Provision schools last year which are regulated by Ofsted. This provision is continuing in the 2021-2022 academic year. The specialist provisions are used to support students with high level behaviours which act as barriers to their learning or accessing of mainstream lessons. To encourage engagement, the academy additionally pays for transportation to Harmonize placements.

Harmonize Academy 2020-2021 – x 5 students attended (all entitled to PP), 1x Year 11, 3x Year 10 and 1x Year 9. Students who are referred to Harmonize Academy from OBA, attend initially for a period of 12 weeks, with a view to re-integrated them back into school at the end of the placement. Should student's behaviour have not improved during this time, or alternatively is it found that the students are more settled and progressing well in this environment, then placements can be extended. Some OBA students have remained at Harmonize Academy until the end of Year 11. One of the three Year 10 students successfully completed their placement and reintegrated into OBA in September 2021. The others are ongoing.

The Bridge School (Including Centre 37)

2020-21: X2 KS3 engagement placements for Student A (02/12/20 -09/07/21) and Student B (23/06/21 – ongoing). X1 KS4 learner, 3 days per week, for Student C (08/06/21 and x5 days from 20/09/21). All 3

students are entitled to PP. One of these students has reintegrated into the academy (September 2021) and the other 2 placements are currently ongoing.

Students who are referred to the Bridge school from OBA KS3, attend a 12-week programme, with a view to re-integrate them back into school at the end of the placement. Students will only not return to OBA in the case that they have been assessed for an EHCP, which names a more specialist school as the student's provision.

The Bridge is a Key Stage 3 and 4 Pupil Referral Unit supporting students, families and schools across Halton.

They teach the same National Curriculum and offer the same level of qualifications as a mainstream school. They also support pupils to address their emotional and behavioural barriers to learning. Their educational approach takes in the importance of core learning in English, Maths and Science but also places great weight on personal growth, particularly the emotional resilience we develop and the social skills we practice.

AP Manager (AJS) HAS daily contact with each AP to record attendance of each of our learners. Harmonize send an email by 11am and AJS emails the Bridge school.

Any safeguarding reports are shared with AJS and any incidents are recorded on CPOMS. OBA's safeguarding team will also review each incident and alert AJS if any further actions are required. Both AP's are Ofsted registered schools and are quality assured via their processes. A safeguarding audit is undertaken each academic year at Harmonize with the school being out the borough. The Bridge School are inspected by Halton LEA and a request has been made for them to share their reports with us, as their last Ofsted was back in 2017 (rated Good). Harmonize last Ofsted was 2020 (rated outstanding).

Quality assurance of curriculum at AP: Both AP's are Ofsted regulated. At Harmonize - Pupil review meetings are held once a term for long term placements and after 6 weeks for those out for just one term. Termly reports are sent to AJS and parents/carers showing progress in each subject area. At the Bridge school, pre, middle and post review meetings are held to track progress. Pupils return to OBA from their placements with a full learner return pack, detailing academic data and behaviour reports. OBA's data lead (CFD) is kept updated on the learning offer provided by each AP for each academic year. OBA teachers are fully briefed about length of placements, so that they can plan for the pupils return and provide support to bridge any gaps in knowledge from time missed in their lessons.

Tassamai Online Learning System:

Why we used (and are continuing to use) Tassomai:

- Retrieval is known to be one of the most effective methods of learning.
- Students get a chance to practice questions on a daily basis.
- System is designed to target questions students are weaker at.
- Teachers can view an understanding grid to target intervention for students.

OBA headline figures:

- Over half a million questions answered last year – even with a 4-month lockdown
- Top performing student answered over 14,000 questions over the course of the year
- % of homework handed in has increased drastically since the introduction of Tassomai.

Impact at the academy:

- Increased completion of homework year on year.
- Staff voice has shown students retrieval of core knowledge in lessons has improved.
- Correlation between high completion of Tassomai and achieving grade 4s and above in science.

Edukey - Is a tool used in the academy which quickly identifies any students who are SEND or PP. This helps teacher to plan for any adaptations needed so all students can access work and make good progress in lessons. Staff have had multiple CPD training in this system to ensure all the information is easily accessible compared to the previous spreadsheets used. The interface on Edukey is more user-friendly to find the information required. The system is constantly updated by the SENCO and is used as a working document.

Bidding pot – Departments bought revision guides which support students with their assessment last academic year for teacher access grades. History and Spanish were a few subjects who made use from the bidding pot.

Wider Strategies

Uniform and Equipment: A key barrier for students attending school is that they are able to attend in full school uniform and with the correct equipment needed for the day ahead. This was a particular concern this year due to the additional financial strains placed on families as a result of the pandemic. The academy therefore decided to offer a free blazer and tie to all Year 7 students coming into the academy and a further £50 uniform voucher for students entitled to PP. This will be replicated for next year's cohort also.

The introduction of our 'Uniform Swap Shop' as part of the 'OBA in the Community' initiative has provided and is providing on-going uniform support for all other year groups. This has been really popular with families across the school and hundreds of items of uniform have been redistributed.

This initiative also provided free of charge stationary and equipment to students during lockdown to support with home learning as well as sanitary products and recycled books/toys and games.

Free Breakfast: Following lockdown, the academy introduced a free breakfast on arrival as a 'grab and go' for all students. This has worked well and will continue into the new academic year.

The breakfast for all has proved to be extremely popular and ensure that PP students (almost 60% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration.

Inclusion Village: The Izone has been an invaluable resource in terms of supporting vulnerable students who may otherwise have disengaged with school. Access reasons have included, vulnerable student and personalised timetable support. Reintegration timetables, support returning from Alternative Provision (AP), subject support and start of the day/ form time emergency drop in.

66% of students regularly accessed Izone support during the last academic year were entitled to PP.

SEND: 200-2021 Academic Year – to date, 17 referrals have been made to the Education Psychologist. 4 EHCPS have been approved and 3 are still pending.

Head Salad Intervention: Head Salad has continued to provide a key source of support to students over the course of the last academic year. Prior to the first lockdown, 126 students were accessing the intervention. 41/74 students who accessed Head Salad during the last academic year were entitled to PP.

Key Findings 2020-2021

- Across year 7, 8 and 9 cohorts, there was a reduction in CORE YP score compared to baseline scores.
- Similarly, mental wellbeing scores showed an increase in mental wellbeing over the course of the academic year.
- The largest improvements were seen in mental distress rather than mental wellbeing. It may be that whereas distress can be quite quickly relieved with the right tools, as taught by Head Salad, wellbeing might take longer to cultivate. A longer and larger collection of data with a blind cohort may help with analysis of this data for the coming year.
- Core YP score for many groups have fluctuated over the year but overall have seen a positive change in the results. **The highest reduction in mental distress seen by 7W who showed a decrease in mental distress by 31.5%.**
- Data was not as consistent as previous years. There has been significant turmoil throughout the year due to a rise in COVID-19 cases, pupils needing to go into isolation because they have been in contact with positive cases or year groups sent home due to significant staff absence.
- Owing to the nature of the programme this significantly affected the flow of the sessions and by comparing the data to previous years we can infer that this is the reason the outcomes are not as significant as previously observed.
- It is also interesting to note that the groups with a **mental distress improving** by more than 5 points, were the groups which **displayed the most improvement to their mental wellbeing**. The group with the larger change in mental distress scores saw a larger change in mental wellbeing scores.
- Head Salad has been used as a diagnostic tool to provide evidence and support to identify pupils who may require further intervention by outside agencies. By monitoring their Core YP and WEMHWBS we can identify pupils struggling to regulate and maintain their health.
- Table 1 shows the overall % decrease in the class wide average Core Y-P scores from their baseline score.

Table 1

Class	% Decrease in Mental distress (Core Y-P score)
7V	11.7
7W	31.4
7X	18.5
8Y	21.5
8X	30.5
8W	10.9
9Z	27.4

Counselling Services: 70% Students who accessed external counselling support/services in school during the 2020-2021 academic year are entitled to PP. The number of referrals has increased since returning

from lockdown and as a result we have taken on a second counsellor. We now employ two counsellors for a total of 12 hours per week who see 12 students on a weekly basis.

Education Welfare Service (EWS): EWS traded hours for this financial year has increased from 10 hours per week to 15 hours per week for 38 weeks.

Education Welfare Officer, Paula Robins is in the academy for a minimum of 3 days a week where she meets with the attendance team, heads of years and safeguarding team in addition to the statutory work which includes attending CIN and CP meetings.

- All case work with children/young people and families including casework leading to prosecution where purchased as part of the traded service. This can include meetings/ home visits/assessments/requesting medical evidence. This list is not exhaustive and the Education Welfare Service can agree other casework depending on the circumstances of the child concerned.
- Attendance reviews and visits to schools
- Attendance Planning Meetings (APMs)
- Penalty Notice Warning letters and setting attendance targets. The Local Authority will only issue a Penalty Notice for irregular school attendance as part of the traded service. Schools can purchase time as required.
- Consultation and Advice to schools unless defined in the statutory services above.
- School meetings with pupils and or parents
- Attendance Target Letter including reviews of the targets set
- Wishes and Feelings work with pupils
- Attendance and Punctuality initiatives as agreed with school
- Facilitating multi agency meetings
- Advice and Guidance in relation to Attendance Policies and Protocols in school.
- Whole school attendance reviews if the school requires additional reviews to the statutory reviews as set out above.
- Fast Track initiative
- Advice on register codes
- Data Analysis of attendance.

Case work: assessment and intervention following a referral can include: investigations; home visits and writing letters/action plans; signposting and referrals to other agencies; attending meetings such as internal attendance panels; working with other agencies including the Early Help assessment; Child in Need (CIN) or Child Protection (CP) procedures; advocating and negotiating support; maintaining case files; and engaging in regular supervision where case files are quality assured.

Legal Action: Legal Action in the 2019/20 and 2020/21 has been affected by the school and court closures due to the national lockdowns

2018/19 91 Penalty Notices were issued and 16 cases prosecuted

2019/20 17 Penalty Notices were issued and 1 case was prosecuted

2020/21 20 Penalty Notices were issued and 8 cases are awaiting court dates for prosecution.

Year 11 Schedule: The academy hosted a three-week programme of fun activities and academic taster sessions for Year 11 students once they left in May 2021, to give them experiences they had missed due to pandemic.

	Total No of Students Attending	Average daily no attending	% Attendance
Week 1	177	140	68%
Week 2	148	103	58%
Week 3	149	111	58.2%

CEIAG: The academy has increased its CEIAG offer this year with a second advisor now working alongside Mr Matt Paulson. MPLOY Solutions provide quality and impartial advice to all OBA students. All Year 11 students will have a 1:1 session with a career's advisor from MPOLY Solutions as well as an interview with a member of our 6th form team. External advisors Mr Matthew Paulson and Ms Laura Bailey prioritise PP students (along with SEND, LAC and PLAC) for appointments as this then allows the greatest opportunity for follow-up appointments where there is a risk of NEET. The academy's Lessons for Life curriculum now has careers projects built into it in a way that our previous ECM programme didn't, which allows us to explore a full range of opportunities. It also allows us to respond to issues which have arisen throughout the year in a timely manner. Additionally, the assembly and tutor programme encourage visiting speakers and things such as apprenticeships and Labour Market Information to be shared.

Transition: The Transition programme last year was heavily impacted due to covid-restrictions prohibiting most face-to-face contact but activities were largely adapted to ensure engagement continued.

- Open Evening 2021 was converted to an online event involving a virtual tour of the academy, subject 'snapshots' and a talk from Curriculum Leaders. Activities culminated in a series of live Q&A sessions involving the principal, members of SLT, SENCO and SEN team and Heads of Department for English, Maths and Science.
 - Saturday Academy was offered to six primary schools who attended in their year group bubbles; Brookvale, Windmill Hill, Gorsewood, Murdishaw West, Palace Fields and St Martin's all took part which an average of 14 students attending from each school.
 - We launched our first ever online enrichment open to Year 5 and 6 students in the local area. This focused on Archaeology and was run after school on 6 consecutive Tuesdays with a small group of 8-10 students. A pack of resources was posted put beforehand to ensure all students could access the activities.
 - Welcome letters were sent to all students on receipt of their place being allocated at the academy for September 2021.
 - Welcome packs containing Welcome Booklets for both students and Parents and a variety of OBA branded 'goodies' were issued to each student starting OBA in September 2021.
 - A combination of face-to-face and online meetings took place between SSG and primary school staff to obtain key information on each individual child.
 - SENCO met with all EHCP students and families prior to the summer break and students were invited in for a tour around the academy.
 - Induction evening for students and parents was held remotely via the 'Parent Booking' system. All parents had the option to meet virtually or opt for a telephone call instead. Any nonattendance was followed up with an email/additional phone call.
- Summer School 2021:

- All new Year 7 students were invited to attend a week-long face-to-face summer school in August. 135 students attended with over 120 attending every day. Students were split into 6 classes for the morning sessions and took part in Maths and English lessons with academy subject-specific staff. Students all ate lunch together and then had the opportunity to choose from a range of activities in the afternoon. Options included, Dance, Drama, Music, Sport, Science, ICT, Cooking, Technology and a trip to Tenpin bowl in Warrington. 121 students attended the trip.
- Feedback – 100% of parents of completed a survey at the end of summer school stated that their child had enjoyed attending summer school and as parents they felt happy with the range of activities on offer.

Parental comments included;

- Cadu loved summer school and is excited to start at OBA. Thank you!
- I think this an amazing idea for new children especially as parents we worry about them not knowing people when they start. This has eased my own anxiety around her starting
- Excellent idea to help the children getting ready for September especially as they couldn't do the transition days this year
- It was amazing
- Think summer school is a really good transition for pupils letting them get their whereabouts of the school before they start in September, helps them meet other people so their first day will be some familiar faces for them. Gives teachers and pupils chance to meet each other.
- Oliver really enjoyed summer school. Thank you to all the Teachers and staff
- Really good to do this. It helped our daughter learn more about the school before she starts in September.
- He was extremely nervous about Summer School but really enjoyed it. Thank You.
- Isaac is much more relaxed about starting in Sept since attending Summer school.
- I feel the summer school is excellent. I've had 2 children attend in the last few years and both have really enjoyed it. I hope it carries on until my next child passes through!

100% of students who completed questionnaires (71 responses) said that They had enjoyed summer school and would recommend it to other children starting at the academy. Student feedback about why they would recommend included;

- Because it's fun and helpful
- you become confident with a lot more things and you will probably make some new mates for high school and you won't be alone
- To get to know people and the teacher
- It's fun
- Because it is lots of fun and exciting making new friends
- teachers are kind and there is lots of people you can make friends with
- Because it helped me a lot.
- Because they would get some head start and meeting new people!
- Because you get to know things better like the school where the lessons are and it will take away the stress of going to high school
- A certificate praising engagement and a certificate of participation was sent home following summer school to all students who attended.

Projected Spending

£955 PER STUDENT

£145 ADDITIONAL AMOUNT FOR RECOVERY

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.