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## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 (academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	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 ( <b>3 year plans are recommended</b> )	Year 2
Date this statement was published	5 <sup>th</sup> December 2022
Date on which it will be reviewed	31 <sup>st</sup> August 2023
Statement authorised by	
Pupil premium lead	Clare Fitzgerald / Stacey Snagg
Governor / Trustee lead	Sharon Case

### Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£579,880
Recovery premium funding allocation this academic year	£151,524
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£731,404
<b>Total planned spend</b>	£731,404

# 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 2022-2023:

Year Group	No of Students	eligible for PPG	Total %PP
7	157	82	52.23%

8	179	104	58.10%
9	157	93	59.24%
10	186	100	53.76%
11	179	84	46.93%
Total Year 7-11	858	463	53.96%
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 2021-2024:**

### **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 EHWP.

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.

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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 6<sup>th</sup> 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.

The academy also purchased a pair of Astro boots for all students to ensure that no child was disadvantaged in terms of accessing the academies full sports provision.

## 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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All students to have improved levels of numerous and literacy.	Closing the gap between none PP and PP students. Engaging with the reading ahead programme
Students engage successful with alternative provision programmes including effective use of the I-zone.	All students attend school and met the academy attendance expectations. Engage with any support package implemented in order to achieve outcomes.
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.	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.
The attendance of PP students is below nonPP students. This reduces their school hours and causes them to fall behind.	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.
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.	Comprehensive and well publicised enrichment offer. Track and monitor high attendance from our PP cohort.
Some PP students require additional support to be able to attend school alert each day with the correct uniform/equipment	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.

## 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: £298,027



Activity		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" data-bbox="426 421 978 528"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>PP P8</td> <td>-0.23</td> <td>-0.24</td> <td>-0.10</td> <td>-0.45</td> </tr> </tbody> </table>	Year	2019	2020	2021	2022	PP P8	-0.23	-0.24	-0.10	-0.45	1, 2, 3, 5
Year	2019	2020	2021	2022								
PP P8	-0.23	-0.24	-0.10	-0.45								
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" data-bbox="410 817 975 925"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>SEND PP</td> <td>-0.96</td> <td>-1.28</td> <td>-1.05</td> <td>-1.79</td> </tr> </tbody> </table>	Year	2019	2020	2021	2022	SEND PP	-0.96	-1.28	-1.05	-1.79	2, 3,5
Year	2019	2020	2021	2022								
SEND PP	-0.96	-1.28	-1.05	-1.79								
Tutoring	<p>Due to the success of the tutoring program last year we have used the same agency again but this year started it earlier. We will be starting with tutors in English, Maths and Science in the Autumn term and in the Spring term looking to introduce some humanities subjects alongside the others.</p> <p>School results 2022 have seen improvement and we want to keep this going for summer 2023</p>	1, 2, 3, 5										

Reading ahead programme	<p>We have now been delivering the 'Reading Ahead' program for 1 year and below is some pupil responses.</p> <p>Survey (70 students 2021)- 35% said they read daily.</p> <p>-Survey (70 students 2022)- 100% said they read daily. -</p> <p>Total 1,353,890 extra words read</p> <p>-Twice yearly survey of students/staff regarding enjoyment and engagement. 'soft data' indicates following training 75% staff confident reading with forms. -90% said they agreed or strongly agreed the program was useful to forms.</p> <p>All year groups will be tested for reading at least twice per academic year to establish if interventions are needed and improvements made. Student who receive interventions will have additional testing to monitor progress.</p>	
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Fresh Start	Fresh start is a program for children in Year 7 – 9 who are lacking the basic reading skills. Currently there 30 students accessing the programme (68% eligible for PP). Students are split into small groups depending on their ability and supported by a member of staff primary school trained to develop their phonics ability. Duration of support is dependent on ability and progress.	1,5												
Lexonic	Lexonic is a 6 week intervention programme we will be running in school to tackle the low Literacy levels we are currently experiencing. We have 4 staff training this year on the delivery of the programme with students who are indicating through GL data that they need support with reading. The first group of students are starting in the Autumn term 2022, we have plans in place for the whole academic year targeting students in all year groups.													
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>2022 Results</th> <th>PP</th> <th>None PP</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-1.06</td> <td>-0.18</td> </tr> <tr> <td>Maths</td> <td>-1.10</td> <td>-0.30</td> </tr> <tr> <td>Science</td> <td>-0.77</td> <td>-0.38</td> </tr> </tbody> </table>		2022 Results	PP	None PP	English	-1.06	-0.18	Maths	-1.10	-0.30	Science	-0.77	-0.38
	2022 Results		PP	None PP										
	English		-1.06	-0.18										
Maths	-1.10	-0.30												
Science	-0.77	-0.38												
Music tuition	53% 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

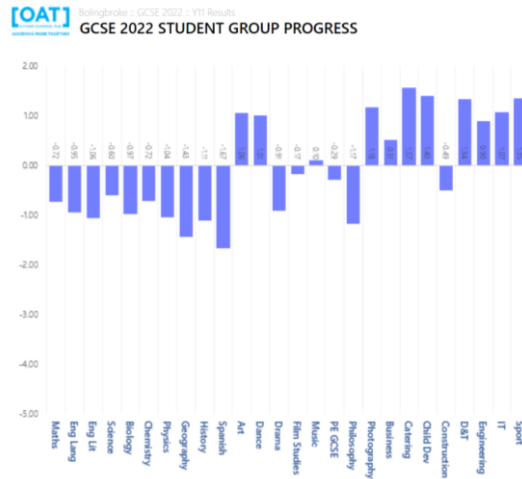
Budgeted cost: £188,263

Activity	Evidence that supports this approach	Challenge number(s) addressed

Interventions all subjects/ Educational Visits

Intervention is a key part of driving improvements in the academy. Interventions happen at weekends, School holidays and evening.  
Educational visits have been planned in for this academic year to give all students to the chance of experience that will enrich their education and life experience.

2, 3, 5



Alternative provision

All 4 students currently accessing AP placements are eligible for PP.

2

	Total No. of FTE recorded	PP Students	Non PP Students
2019-2020	121	95	6
2020-2021	53	46	7
2021-2022	201	171	30

Edulink

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. This year we have turned on more features to this programme and now its used for progress evenings, face to face or via video. We can update parents on behaviour, rewards and detentions.

1, 3

Bidding pot

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.

1, 3

Tassomai	<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. The programme is used by English and Science.</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>	1, 3
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### Wider strategies

Budgeted cost: £245,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion village	46/69 of students currently accessing Izone support are entitled to PP. Izone 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.	4, 5, 6
EHWB Support	<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> <p>We feel this service is so important for the three year plan to ensure our young people are in a good place to learn.</p>	4, 5, 6

Head salad	<p>Head Salad is an intervention programme that has been used at OBA from September 2015. Unfortunately, we have been unable to have the programme running in the Summer term 2022 due to staff absence.</p> <p>Students who accessed the programme in Autumn 2021 was 40 students of which 50% were PP. In Spring 2022, 30 students accessed the programme of which 61.4% were PP students.</p> <p>It will resume in Spring and summer 2023.</p>	4, 5, 6
Intervention Centre	<p>We have a new intervention centre for this academic year to support our most vulnerable students from running the risk of permanent exclusion. Instead of external suspension where students were missing out on education. We now have internal suspension where students follow the same curriculum as mainstream school but with extra support in place. We have 11 students accessing this programme with 10 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 6<sup>th</sup> 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>	
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Attendance	PP attendance for last academic year is 89.1% for non-pp compared to 82.4% for PP.	4
	Persistent absence for non-pp is 41.5% compared to 59.6% 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. In 2021/22 we have prosecuted 17 families most of which are still awaiting a court date.	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: £671,508**

## **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 2021 to 2022 academic year.



### Spend evaluation 2021 – 2022

Last year we employed tutors to work with groups of students who had fallen behind with their studies. The sessions gave some focused support in a small groups to embed any missing core knowledge from a variety of disciplines. We had tutoring available across a wide selection of subject including English, Maths, Science, History and Geography. Subject teachers would highlight areas of focus for the tutor to work on over several weeks and then a new cohort would be selected based on need. Students who participated in the tutoring had one session per week on a carousel to reduce the impact to lessons. The Summer results for 2022 showed an improvement in a number of measures as indicated in the table below.

	2019 Results	2020 (COVID)	2021 (COVID)	2022 Results
English				
4+	54%			62%
5+	33%			42%
Maths				
4+	40%			62%
5+	18%			37%
Science				
4+	37%			46%
5+	15%			29%
History				
4+	42%			45%
5+	30%			30%
Geography				
4+	30%			54%
5+	20%			33%

We will continue to use tutoring to priorities students who need academic support throughout this academic year. Quality first teaching alongside targeted intervention through the tutoring programme is having an impact on student outcomes.

One example of the Impact on the grades for Maths, all data has been anonymised, 50% improved by one grade and the other 50% secured the predictions from autumn 2021.

	DC1 Maths	Result
A	3	4
B	5	5
C	4	4
D	4	5
E	5	5
F	5	5
G	5	6
H	3	3
I	5	5
J	3	3
K	3	5
L	4	4
M	3	4
N	5	5
O	3	4
P	2	4
Q	5	6
R	4	4
S	3	4
T	4	4
U	3	4
V	3	3
W	4	4
X	3	4
Y	4	4
Z	3	4
AA	3	3
BB	3	4
CC	4	4
DD	4	5
EE	3	4
FF	3	4
GG	4	5

HH	4	4
II	3	4
JJ	3	4
KK	5	5
LL	3	3
MM	3	3
NN	3	4
OO	5	5
PP	5	6
QQ	3	5
VV	4	4

Interventions also took place last academic year, were staff coming into school over a holiday to deliver bespoke sessions to catch up students with key knowledge. The academy had a wide array of subjects on offer to students throughout the whole year. A list of the holiday's sessions are listed below. The sessions were well attended by students as staff are coming into school to support them during the holidays.

Date	Year	Subject	Start and end time	Class Code
Monday 21st February	Year 11	English - writing a letter & article	10am to 12.00	All
	Year 12 & 13	English	10am to 12.00	All
	Year 11	Catering	10am to 1.00pm	11A/cg1
	Year 12	Film Studies	12pm - 2pm	All year 12
	Year 13	BTEC Dance	10am-1pm (Monday)	13C
	Tuesday 22nd February	Year 11	Science	10am to 12:00
Year 11		GCSE Dance	10am -1pm (Tuesday)	11A
Year 11		Engineering	10am -12 pm	11EG2/Eg, 11Eg1/Eg
Wednesday 23rd February	Year 11	Maths	10am to 12.00	All year 11
	Year 11	GCSE PE (Practical rowing)		Selected Students
	Year 12 & 13	English	10.30am to 12.30PM	All
Thursday 24th February	Year 11	History - Cold War	10am to 12pm	All year 11
	Year 11	RE- Paper 2	12am - 2pm	11B/Pi1
	Year 13	Psychology	10am - 2pm	13C/Py1
	Year 11	Geography	10am to 12pm	All year 11

Easter 2022 Half term interventions that took place are listed below

Date	Year	Subject	Start and end time	Class Code
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Monday 4th April	Year 11	Catering Group 1 and Group 2	9 - 1pm	11A/Cg1, 11A/Cg2
	Year 13	Dance	10am-2pm	13C/Da1
	Yera 10	Dance	10am-2pm	10A/Da1
	Year 11	Maths	10am - 12.30pm	11o1, 11o2, 11o3, 11b1, 11b3, 11b4
	Year 11	Engineering	10 - 1pm	11EG2/Eg 11EG1/Eg
	Year 11	Construction	10 - 1pm	11b/cn1
	Year 11	BTEC IT	10-12pm	110/IT1 11/IT2
Tuesday 5th April	Year 11	Catering Group 1 and Group 2	9 - 1pm	11A/Cg1, 11A/Cg2
	Year 11	Spanish	10 - 12pm	1101, 1102, 1103
	Year 11	Design Craft	10 - 1pm	All Students
	Year 11	History	10 - 12pm	All Classes
	Year 11	Dance	10-2.30pm	11A/DA1
	Year 12/13	Maths GCSE Resit	10am - 12.30pm	12GC/13GC
Wednesday 6th April	Year 13	History	10 - 2pm	13c/hi2
	Year 11	Philosophy	10 - 12pm	11B/Pi1
	Year 13	Philosophy	10 - 2pm	13A/PI1
	Year 11	Maths	10am - 12.30pm	11o4, 11b2
	Year 13	Maths	10am-1pm	13A/Ma1
	Year 11	Science	10 - 12pm	All Classes
Thursday 7th April	Year 11	BTEC Business	10 - 2pm	11B/BS2
	Year 11	English	10am-1pm	110/En3
	Year 13	Psychology	10 -2pm	13C/PY1

Summer 2022 results show the impact achieved through holiday interventions during the academic year, English and Maths are carry key skills that travel through many subjects an improvement in these two areas will have impact across many other subjects areas.

	2019 RESULTS	2022 RESULTS
<b>BASIC MEASURES ENGLISH AND MATHS 4+</b>	34%	56%

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<b>BASIC MEASURES ENGLISH AND MATHS 5+</b>
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16%
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31%
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The academy has seen its first 12 months of the 'Reading Ahead' programme and a culture of reading is now being adopted by all. 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.

We have a newly appointed Literacy lead across the academy who oversees the 'Reading Ahead' programme and interventions to improve Literacy across the school. We know this is an area of focus as lots of our child have low literacy levels on entry into the academy. We have had success with our 'Fresh Start' group, which are children who need extra support in phonics. Last year we had improvements in reading age with 7 out of the 11 students access the programme. Unfortunately, the remain students had poor attendance and didn't show as much progress, but further interventions are in place to support them. Fresh start this year will have 30 students across KS3 on the programme.

We have introduced Lexonic this year which is a reading improvement programme with small groups of students lasting 6 weeks. The students selected will be tested at the start, have one hour per week teaching and then a test at the end. We have 184 students who will access the programme this year to help them to develop their reading fluency.

Teaching Assistant (TA) Support: The academy employed 10 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 2022-2023 curriculum that was responsive to the needs of the new cohort.

Alternative Provision: The academy used three alternative provisions last year which are regulated by OFSTED. This provision is continuing in the 2022- 23 academic year. The specialist provisions are used to support students with high level behaviour which acts as a barrier to their learning or accessing mainstream lessons. To encourage attendance, the academy additionally pays for transportation to Harmonize placements. This year we had 12 students accessing AP all of which are PP students.

One of these students has reintegrated into the academy and 6 placements came to an end as they were in year 11. We currently have two students still in AP.

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.

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.

Impact at the academy:

- Due to the success with Science, the English department are also now using this software for their curriculum as the students are engaging well with the platform.
- Other areas of the school are also using online learning platforms as students are buying into working online.
- Increased completion of homework year on year.
- Staff voice has shown students retrieval of core knowledge in lessons has improved.





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.

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 as the cost of living hits our families, we want to ensure all our students have the option of some food and drink before they start the school day.

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 I-zone 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.

66.6% of students regularly accessed I-zone support during the last academic year were entitled to PP.

SEND: 2021-2022 Academic Year – to date, 11 referrals have been made to the Education Psychologist last year with 6 being PP students. EHCPs have been approved and 3 are still pending.

Counselling Services: 59.3% Students who accessed external counselling support/services in school during the 2020-2021 academic year are entitled to PP. The number of referrals has steadily increased since COVID.



We still employ two counsellors for a total of 12 hours per week.

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.

2021/21 73 Penalty Notices were issued and 13 cases are waiting court dates for prosecution

## Careers

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 6<sup>th</sup> 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 process started early on with the 'Around the World' Saturday academy open to our year 5 and 6 primary school. Each week had a different focus around the world, children got to explore and make different dishes in our catering rooms as well as creating fantastic arts and crafts from different cultures.

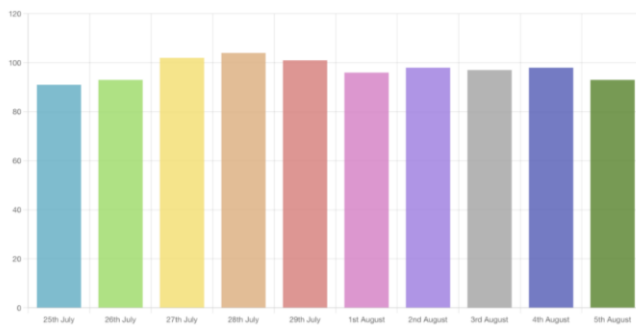
The summer transition programme last year was a success we employed a company to come and deliver two weeks of summer school for our new cohort of year 6 students. The company we used are Xeno-Music who scheduled a wide array of fun and engaging activities alongside some academic studies. Below is the activities that took place.

Group	1	2	3	4
	9.15-10.15	10.15-11.15	11.45-12.45	1.45-2.45
1	Welcome	Drumming	Sport	Dance
		Andrea	SYD	DARCY
2	Welcome	OBA LED	Drumming	Sport
			ANDREA	SYD
3	Welcome	Dance	OBA LED	Drumming
		MOLLY		ANDREA
4	Welcome	Circuits	Drama	OBA LED
		ALEX	MOLLY	
5	Welcome	OBA LED	Circuits	Drama
			ALEX	MOLLY
6	Welcome	Dance	OBA LED	Circuits

		DARCY		ALEX
7	Welcome	Sport	Dance	OBA LED
		SYD	DARCY	

Group	1	2	3	4
	9.15-10.15	10.15-11.15	11.45-12.45	1.45-2.45
1	OBA LED	Ukulele	Drama	Sport
		JIM	Molly	Syd
				with 6
2	Dance	OBA LED	Ukulele	Drama
	Darcy		JIM	Molly
3	Sport	Dance	OBA LED	Ukulele
	Syd	Darcy		Jim
4	Drumming	Sport	Dance	OBA LED
	Andrea	Syd	Darcy	
5	OBA LED	Drumming	Sport	Dance
		Andrea	Syd	Darcy
6	Drama	OBA LED	Drumming	Sport
	Molly		Andrea	Syd
				with 1
7	Ukulele	Drama	OBA LED	Drumming
	Jim	Molly		Andrea

The sign up for summer school was 112 and we had between 95-100% attendance each day. Which is really important for our young people to feel confident starting secondary school in the September.



## 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?	