
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	945
Proportion (%) of pupil premium eligible pupils	52.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3
Date this statement was published	15 th December 2023
Date on which it will be reviewed	31 st August 2024
Statement authorised by	
Pupil premium lead	Danielle Kelly
Governor / Trustee lead	Sharon Case

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	507,053
Recovery premium funding allocation this academic year	£125,886
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	£632,911
Total planned spend	£632,911

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 2023-2024:

Year Group	No of Students	eligible for PPG	Total %PP
7	148	87	58.7

8	153	84	54.9
9	178	101	56.74
10	147	85	57.82
11	185	99	53.51
Total Year 7-11	811	439	50.8%
Total PLAC - 24	Total LAC – 10	Total Service Children - 3	

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.

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.

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
All students to have improved levels of numerous and literacy.	Closing the gap between non-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 meet the academy attendance expectations. Engage with any support package implemented 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 meet 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: £213,055

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"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023</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> <td>-0.80</td> </tr> </tbody> </table>	Year	2019	2020	2021	2022	2023	PP P8	-0.23	-0.24	-0.10	-0.45	-0.80	1, 2, 3, 5
Year	2019	2020	2021	2022	2023									
PP P8	-0.23	-0.24	-0.10	-0.45	-0.80									
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> <th>2022</th> <th>2023</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> <td>-0.85</td> </tr> </tbody> </table>	Year	2019	2020	2021	2022	2023	SEND PP	-0.96	-1.28	-1.05	-1.79	-0.85	2, 3,5
Year	2019	2020	2021	2022	2023									
SEND PP	-0.96	-1.28	-1.05	-1.79	-0.85									
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 are some pupil responses.</p> <p>June tests indicated all year groups increasing their average standardised score from Sept-June.</p> <p>Per year group</p> <p>- 76% of current Y8</p>	
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	<p>- 70% of current Y11</p> <p>- 60% of current Y10</p> <p>53% of current Y9</p> <p>have all improved their standardised age scores.</p> <p>End of last year (Jun) of 50 students (10 students per year group). All students (100%) indicated that they now read for at least an hour a week (due to Reading Ahead), only 40% indicated they read more than an hour a week.</p> <p>Actions: all of Y7 with a free book to read at home, and we have increased the profile of the library and the range of texts available. As a result of this, last year our library loans have increased from 101 to 280 and this year 161 book loans have occurred Sept-Dec 11 alone. We also regularly have 22-25 students attend lunch and break times in the library- roughly 60% of these are PP students. Based on staff feedback we have moved some form time texts around to reflect difficulty of text and incorporated a new text 'Noughts and Crosses' to increase engagement with a year group (9) who from staff and student feedback, had the lowest levels of engagement with the Reading Ahead scheme. (New survey due in Jan).</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>	
Fresh Start	<p>Fresh start is a program for children in Year 7 – 9 who lack basicStarting skills. 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.</p> <p>2022-23 - 20 students accessed Fresh Start. 80% of students improved their standardised score with overall average improvement of 12 standardised points. 95% of students graduated the programme. 90% of Fresh Start students improved their standardised score by 13 points and graduated the programme.</p> <p>As of 2023-24 - 9 students now on programme (due to success of previous year). 78% of students are eligible for PP.</p>	1,5

Lexonic	<p>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. 32 students enrolled last year, average increase of standardised age score of 8 points and word recognition by 21 months.</p> <p>This academic year, 30 students have engaged with the programme since Sept, with 67% of the current cohort being eligible for PP. We will have 30 more students to engage with the programme in January- I plan on using similar PP numbers for each cohort.</p>																									
TLR for English, Maths and Science	<p>Closing the gap between pp and none pp in each subject. Curriculum leaders will be tracking this cohort to ensure the gap closes.</p> <table border="1" data-bbox="549 943 1310 1413"> <thead> <tr> <th>2023 Results</th> <th>PP P8</th> <th>None PP P8</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>-1.09</td> <td>-0.28</td> </tr> <tr> <td>Maths</td> <td>-0.76</td> <td>-0.69</td> </tr> <tr> <td>Science</td> <td>-0.59</td> <td>-0.77</td> </tr> <tr> <th>2023 Result</th> <th>PP P8</th> <th>None PP P8</th> </tr> <tr> <td>Bio</td> <td>-0.54</td> <td>-0.46</td> </tr> <tr> <td>Chem</td> <td>-0.44</td> <td>-0.46</td> </tr> <tr> <td>Phy</td> <td>-0.29</td> <td>-0.37</td> </tr> </tbody> </table>	2023 Results	PP P8	None PP P8	English	-1.09	-0.28	Maths	-0.76	-0.69	Science	-0.59	-0.77	2023 Result	PP P8	None PP P8	Bio	-0.54	-0.46	Chem	-0.44	-0.46	Phy	-0.29	-0.37	1, 2, 3, 5
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Music tuition	<p>51% of the cohort currently accessing music tuition this year are PP students. (Keyboard, Woodwind, Drums, Producing, Guitars, DJ and Singing)</p>	1, 2, 3, 5																								

Targeted academic support

Budgeted cost: £108, 973

Activity	Evidence that supports this approach	Challenge number(s) addressed																									
Interventions all subjects/ Educational Visits	<p>Intervention is a key part of driving improvements in the academy. Interventions happen at weekends, School holidays and evening.</p> <p>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. Every year group attends a cultural visit at the end of the year completely free of charge, to support their wider knowledge and experience, therefore increasing their aspirations and cultural capital.</p> <p>Enrichment</p> <table border="1" data-bbox="564 880 1150 1196"> <thead> <tr> <th></th> <th>All students</th> <th>SEN=K</th> <th>SEN=E</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>2019-2020</td> <td>51%</td> <td>40%</td> <td>46%</td> <td>60%</td> </tr> <tr> <td>2020-2021</td> <td>43%</td> <td>38%</td> <td>64%</td> <td>41%</td> </tr> <tr> <td>2021-2022</td> <td>54%</td> <td>58%</td> <td>72%</td> <td>49%</td> </tr> <tr> <td>2022-2023</td> <td>68%</td> <td>69%</td> <td>72%</td> <td>65%</td> </tr> </tbody> </table>		All students	SEN=K	SEN=E	PP	2019-2020	51%	40%	46%	60%	2020-2021	43%	38%	64%	41%	2021-2022	54%	58%	72%	49%	2022-2023	68%	69%	72%	65%	2, 3, 5
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Alternative provision	<p>All 3 students currently accessing AP placements are eligible for PP.</p> <table border="1" data-bbox="564 1267 1150 1742"> <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>2021-2022</td> <td>201</td> <td>171</td> <td>30</td> </tr> <tr> <td>2022-23</td> <td>264</td> <td>182</td> <td>82</td> </tr> </tbody> </table>		Total No. of FTE recorded	PP Students	Non PP Students	2019-2020	121	95	6	2020-2021	53	46	7	2021-2022	201	171	30	2022-23	264	182	82	2					
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Edulink	<p>We needed a homework recording system and a way of communicating with parents immediately regarding student behaviour both positive and negative. 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</p>	1, 3																									

	and now it's used for progress evenings, face to face or via video. We can update parents on behaviour, rewards and detentions.	
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 since retrieval is known to be one of the most effective methods of learning. Using Tassomai, students get a chance to practice questions daily. 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

Wider strategies

Budgeted cost: £310,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion village	43/71 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>57% Students who accessed external counselling support/services in school during the 2022-2023 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 several students on the waiting list for this 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.</p> <p style="text-align: center;">Head Salad Participant Progress Report – Spring 2023</p> <p>Through the spring term, we saw one year 7, two year 8, one year 9 and a year 10 cohorts complete a 11 week ‘Head Salad Foundations’ programme (cohorts 7z, 8z, 8y, 9z and 10z). In total, 38 students across years 7, 8, 9 and 10 were enrolled in Head Salad over the spring term.</p> <p>At the beginning of the Head Salad Foundations course, all pupils are asked to complete a CORE YP questionnaire, which is then repeated at the end of each subsequent term and other mid-points throughout the year. This validated questionnaire is widely used by psychologists to measure the wellbeing and the mental health of participants aged under 16 years. It can also be used by therapists to assess progress and improvement following psychological interventions. A score of 10 is often used as the ‘clinical cut-off’ for this questionnaire, above which psychological distress is graded as mild (score 10-15), moderate (15-20), moderate severe (20-25) and severe (25-40). As this is widely used, free to access and easily completed by individuals with a wide range of abilities, Head Salad deemed this the best and most suitable method to show the progress of the individuals and the group as a whole. In addition to this, and new to this year as a trial, pupils have completed an Edinburgh-Warwick Mental Wellbeing Questionnaire. The aim of this is to</p>	4, 5, 6

include a more positive, wellbeing-focussed measure, as well as a measure of distress for balance.

The CORE YP questionnaire consists of 10 questions that each require the pupils to indicate their answer on a scale, from “*Not at all*” to “*Most or all of the time*”. Each pupil completed a questionnaire in the early sessions and then again upon completing the programme in the last session. Each question was scored on a 5-point scale ranging from 0 (not at all) to 4 (most or all of the time) for negatively-framed items (e.g. “I’ve felt unhappy”), and 4 (not at all) to 0 (most or all of the time) for positively framed items (e.g. “I’ve felt able to cope when things go wrong”). The Edinburgh-Warwick Mental Wellbeing Questionnaire consists of 14 questions, again asking pupils to indicate their answer on a scale from ‘*none of the time*’ to ‘*all of the time*’, or from 0 to 5 respectively.

The Core YP and Edinburgh-Warwick questionnaires have been analysed as a group response as this fits in with Head Salad’s core belief that improving wellbeing and resilience is not just an individual journey (which can be observed through group discussions and the Cognitive Diary work). Head Salad strives to build the confidence of the group as a whole and to empower young people to feel part of a community where they can work together to support one and other.

Key Findings

- Across all cohorts, there was a reduction in CORE YP score compared to baseline scores. Similarly, mental wellbeing scores either remained the same or improved for all but one cohort, which experienced a very small decrease in wellbeing.
- 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.
- It is also interesting to note that whilst mental distress improved more with the 8a cohort, mental wellbeing improved more within the 8b cohort. This difference was also seen between the 7a and 7b cohort: the group with the smaller change in mental distress scores saw a larger change in mental wellbeing scores. It may be therefore that reducing distress does not automatically lead to improvements in wellbeing and vice versa, so we will likely continue to monitor both throughout this year.
- Across both Year 7 cohorts, there were improvements in CORE YP mental distress scores. Both groups had a particular improvement in the scoring of questions 3 and

	<p>5 of the questionnaire which relate to coping ability and perceived social support; this is excellent progress and supports our belief that group-working and peer support should remain at the heart of the Head Salad Programme There were some higher ratings for question 6 for both groups over the course of the programme which relates to distressing thoughts or feelings. The Head Salad Programme encourages pupils to notice, discuss and challenge some of their internal thoughts and feelings. It may be that in learning mental wellbeing and resilience strategies, year 7 pupils may become more aware of distressing thoughts and feelings before they are able to then manage them.</p> <ul style="list-style-type: none"> • Years 8a and 8b also experienced an improvement in mental distress scores, especially cohort 8a. There were few similarities between the groups with regards to how they scored particular items on the questionnaire. • The 7/8c cohort experienced a 45% drop in mental distress scores over the course of the entire programme, dropping from an average score that placed them in the ‘moderately clinically distressed’ category to below the cut-off for clinical distress. This represents a marvellous achievement. <p>r.</p>	
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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 education. We now have internal suspension where students follow the same curriculum as mainstream school but with extra support in place. We have 23 students accessing this program with 20 PP (81%).</p> <p>Whilst in the IC students access several interventions and extra interventions such as: one to one sessions; ELSA; anger managementnt; Queensbury AP; EDL; Fresh start.</p>	1,2
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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 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: All: 86.5% and PA 45.2% PP : 83.1 and PA 54.6% Non PP: 90.6% and PA 33.6%	4
	Persistent absence: All: PA 45.2% PP : PA 54.6% Non PP: PA 33.6%	
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 year 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. We no longer publish prosecution data.	4, 5, 6
Subsidise uniform Uniform Swap Shop	With over 50% 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 2024 cohort.	6
Pastoral managers (Non-Teaching)	We currently have three non-teaching pastoral managers, as well as an Isolations manager, who 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: £632,911

Pupil premium strategy outcomes

This details the impact that our catch up and pupil premium activity had on pupils in the 2022 to 2023 academic year.

Spend evaluation 2022 – 2023

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 group 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	2023 Results
English					
4+	54%			62%	62.2%
5+	33%			42%	46.4%
Maths					
4+	40%			62%	55.3%
5+	18%			37%	30.7%
Science					
4+	37%			46%	36%
5+	15%			29%	17%
History					
4+	42%			45%	31%
5+	30%			30%	17%
Geography					
4+	30%			54%	47%
5+	20%			33%	18%

	Result 2019	COVID 20	COVID 21	Results 2022	Results 2023
Bio					
4+	72%			76%	73%
5+	56%			48%	48%
Chem					
4+	71%			80%	73%
5+	46%			50%	48%
Phy					
4+	68%			77%	73%
5+	48%			43%	50%

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.

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	Room	Staff Involved
Monday 3rd April 2023	11	Maths	10-12pm	All welcome	Maths rooms	ATD, LDN, BMN, GST, SJS, AMN, SSA, CGN
	11	Catering (exam)	10-2pm	whole Class	G001	VDS, SGN
	11	History (Germany & Crime)	9-11am	All welcome	F030	RCN, DCY
	11	Engineering	10 - 2pm	whole Class	G016	JDS
	11	Physics	10-12pm	All welcome	G018	AMY
	11	Drama	9:30-11:30am	Whole class	Sixth Form Study Centre	KFE
	11	Geography	9-11am	All welcome	G010	NCN
	11	Science	10-12pm	All welcome	G018	AMY
	13	Business Studies	10-12pm	All welcome	F159	SFR
Tuesday 4th April 2023	11	Chemistry	10-12pm	11B and 11A triple	G020	NCR
	11	Catering (exam)	10-2pm	whole Class	G001	VDS, SGN
	11	Engineering	10-2pm	whole Class	G016	JDS
	10	English	10am-12pm	10!	F011	GPL
	13	Maths	10-1pm	13A1	F159	BMN
	11	Geography	9-11am	All welcome	G010	NCN
	11	Dance	10am-2pm	Whole class	Dance Studio	LPR

Wednesday 5th April 2023	12	Dance	10am- 2pm	Whole class	F022	LPR
	11	Psychology	10am - 1pm	11B/Py1	F026	GSC
	11	English	10am- 1pm	11L/11I/11 E/11G	F003/F010/F0 09	AHH/SSS/RRS
	13	Maths	10-1pm	13A1	F159	BMN
	11	Music	10 - 2pm	11A/MU1	G24	PTT REN RML
Thursday 6th April 2023	12	Criminology	10-12pm	12BCr	F025	HHS
	12	Law	12-2pm	12CLa	F025	HHS
	11 & 13	Photography	10-1pm	11B/Pg/13B Pg1	F013/14	KCY
	11	Biology	10-12pm	11A and 11B triple	G021	NJN
Friday 7th April 2023 Bank Holiday	School Closed (Bank Holiday)					
Monday 10th April 2023 Bank Holiday	School Closed (Bank Holiday)					
Tuesday 11th April 2023	13	Psychology	10 - 2pm	All - 13d/ps1	F026	NHY / ZPE
	13	Textiles	10-2pm	Whole class	F002	VHS
	11	Physics	10-Dec	All welcome	G018	AMY
	11	Music	10 - 2pm	Whole class	G24	GSD HWE
	11	English - NARRATIVE WRITING	10-11AM	11E / 11i	F010	SSS
	11	English - comp 2 reading	11/12pm	11E / 11i	F010	SSS
	11	Science	10-12pm	All welcome	F018	AMY
Wednesday 12th April 2023	13	Textiles	10-2pm	Whole class	F002	VHS
	13	Graphics	10-2pm	Whole class	F013	SMY
	11	Sociology	10am - 12	All 11c/So1	F026	GSC
	10	Sociology	12.30 - 3	All 13c/So1	F026	GSC
	11	Art	10-2pm	11CAr1/13 DAr1	F014/15	SSH
	13	History	10-12pm	13A/Hi1	F029	SMG
	10	Sport	9-12pm	10 BTEC Sport	Rec centre	JBT/JKG
	11	Computer Science	09-Nov	Whole class	F023	MOY

	10i	English	10am-2pm	10i	F010	sss
	11	Sport	12-3pm	11 BTEC Sport	F021	JBT/JKG
Thursday 13th April 2023	11	English	10-12pm	11G all students	F009	KES
	11	History (Cold War)	9-11am	All welcome	F029	SMG
	13	Philosophy	11-1pm	13C/Pi1	F029	SMG
	11	Physics	10-12pm	All welcome	G018	AMY
Friday 14th April 2023	11	English - unseen poetry	10-12pm	All students	F009	DKY

Easter 2023 interventions that took place are listed below

Date	Year	Subject	Start and end time	Class Code	Room	Staff Involved
Monday 3rd April 2023	11	Maths	10-12pm	All welcome	Maths rooms	ATD, LDN, BMN, GST, SJS, AMN, SSA, CGN
	11	Catering (exam)	10-2pm	whole Class	G001	VDS, SGN
	11	History (Germany & Crime)	9-11am	All welcome	F030	RCN, DCY
	11	Engineering	10 - 2pm	whole Class	G016	JDS
	11	Physics	10-12pm	All welcome	G018	AMY
	11	Drama	9:30-11:30am	Whole class	Sixth Form Study Centre	KFE
	11	Geography	9-11am	All welcome	G010	NCN
	11	Science	10-12pm	All welcome	G018	AMY
	13	Business Studies	10-12pm	All welcome	F159	SFR
Tuesday 4th April 2023	11	Chemistry	10-12pm	11B and 11A triple	G020	NCR
	11	Catering (exam)	10-2pm	whole Class	G001	VDS, SGN
	11	Engineering	10-2pm	whole Class	G016	JDS
	10	English	10am-12pm	10!	F011	GPL
	13	Maths	10-1pm	13A1	F159	BMN

	11	Geography	9-11am	All welcome	G010	NCN
	11	Dance	10am-2pm	Whole class	Dance Studio	LPR
Wednesday 5th April 2023	12	Dance	10am-2pm	Whole class	F022	LPR
	11	Psychology	10am - 1pm	11B/Py1	F026	GSC
	11	English	10am-1pm	11L/11I/11E/11G	F003/F010/F009	AHH/SSS/RRS
	13	Maths	10-1pm	13A1	F159	BMN
	11	Music	10 - 2pm	11A/MU1	G24	PTT REN RML
Thursday 6th April 2023	12	Criminology	10-12pm	12BCr	F025	HHS
	12	Law	12-2pm	12CLa	F025	HHS
	11 & 13	Photography	10-1pm	11B/Pg/13B Pg1	F013/14	KCY
	11	Biology	10-12pm	11A and 11B triple	G021	NJN
Friday 7th April 2023 Bank Holiday	School Closed (Bank Holiday)					
Monday 10th April 2023 Bank Holiday	School Closed (Bank Holiday)					
Tuesday 11th April 2023	13	Psychology	10 - 2pm	All - 13d/ps1	F026	NHY / ZPE
	13	Textiles	10-2pm	Whole class	F002	VHS
	11	Physics	10-Dec	All welcome	G018	AMY
	11	Music	10 - 2pm	Whole class	G24	GSD HWE
	11	English - NARRATIVE WRITING	10-11AM	11E / 11i	F010	SSS
	11	English - comp 2 reading	11/12pm	11E / 11i	F010	SSS
	11	Science	10-12pm	All welcome	F018	AMY
Wednesday 12th April 2023	13	Textiles	10-2pm	Whole class	F002	VHS
	13	Graphics	10-2pm	Whole class	F013	SMY
	11	Sociology	10am - 12	All 11c/So1	F026	GSC
	10	Sociology	12.30 - 3	All 13c/So1	F026	GSC
	11	Art	10-2pm	11CAr1/13 DAr1	F014/15	SSH
	13	History	10-12pm	13A/Hi1	F029	SMG

	10	Sport	9-12pm	10 BTEC Sport	Rec centre	JBT/JKG
	11	Computer Science	09-Nov	Whole class	F023	MOY
	10i	English	10am-2pm	10i	F010	sss
	11	Sport	12-3pm	11 BTEC Sport	F021	JBT/JKG
Thursday 13th April 2023	11	English	10-12pm	11G all students	F009	KES
	11	History (Cold War)	9-11am	All welcome	F029	SMG
	13	Philosophy	11-1pm	13C/Pi1	F029	SMG
	11	Physics	10-12pm	All welcome	G018	AMY
Friday 14th April 2023	11	English - unseen poetry	10-12pm	All students	F009	DKY

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	2023 Results
BASIC MEASURES ENGLISH AND MATHS 4+	34%	56%	36%
BASIC MEASURES ENGLISH AND MATHS 5+	16%	31%	15.7%

Reading Ahead:

Our reading strategy has seen significant progress in students literacy.

Survey feedback from pupils and staff: At the end of last year (Jun) of 50 students (10 students per year group). All students (100%) indicated that they now read for at least an hour a week (due to Reading Ahead), only 40% indicated they read more than an hour a week.

Actions: all of Y7 were given a free book to read at home, and we have increased the profile of the library and the range of texts available. As a result of this, last year our library loans have increased from 101 to 280 and this year 161 book loans have occurred in Sept-Dec 11 alone. We also regularly have 22-25 students attend lunch and break times in the library- roughly 60% of these are PP students.

Based on staff feedback we have moved some form time texts around to reflect difficulty of text and incorporated a new text 'Noughts and Crosses' to increase engagement with a year group (9) who from staff and student feedback, had the lowest levels of engagement with the Reading Ahead scheme.

Fresh Start:

2022-23 - 20 students accessed Fresh Start. 80% of students improved their standardised score with overall average improvement of 12 standardised points. 95% of students graduated the programme. 90% of Fresh Start students improved their standardised score by 13 points and graduated the programme.

As of 2023-24 - 9 students now on programme (due to success of previous year).

Lexonik: This academic year, 30 students have engaged with the programme since Sept. We will have 30 more students to engage with the programme in January. 32 students enrolled last year, average increase of standardised age score of 8 points and word recognition by 21 months.

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 2023-2024 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 2023- 24 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.

Since it has opened in Summer 2022 35 students have accessed the IC, currently 81% of the students accessing the centre are pupil premium.

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 (more than 50% 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.

60.5% of students regularly accessed I-zone support during the last academic year were entitled to PP.

SEND: 2023-24 10 students have been referred to the Educational Psychologist so far this year, 80% of these are PP.

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

2022/23 This information is no longer published.

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 MPLOY 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 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 (You can see our outline of this below).. The summer transition programme last year was a success we employed a company to come and deliver our Summer School.

Date	Department	Theme and activities
04/03/23	English	<u>WBD theme</u>
11/03/23	Geography	<u>Natural disasters.</u> <i>Will you have the survival skills, resources and map knowledge to survive a natural disaster and evacuate to safety in time? Will you gather the correct equipment for the treasure hunt to ensure your survival?</i>
18/03/23	Science	<u>Biology Chemistry and Physics</u>
25/03/23	Maths	<u>Ratio and recipes.</u> <i>Come to OBA to learn the skills to create your very own sweet shop. Can you turn a profit and become the next millionaire of the confectionary world? Are you able to create your very own robot using the magic of Maths? Watch how Maths can change the world!</i>

01/4/23 and 08/04/23 and 15/04/23 EASTER HOLIDAY		
22/04/23		No Session
29/04/23 BANK HOL and 06/5/23 BANK HOL		
13/05/23	Art	Art -creating colourful collages using different papers as backgrounds and mono printing over the top of them. Cooking – Fruity flapjacks Textiles - Exploring Mexican culture by creating our own sculptural Mexican 'Día de los Muertos' Day of the Dead headdress pieces.
20/05/23	H&B	Hair - Blow-drying techniques for girls and boys. During the session we will be experimenting with different tools and equipment to show different blow-drying techniques. Which will create a hairstyle you can do on others or yourself. Cooking -Spicy or not so spicy fajitas! Textiles - Keep cool this summer by making your very own personalised icepop holder!
27/05/23 and 03/06/23 HALF TERM		
10/06/23	Science	Forensics - taking fingerprints, using chromatography to analyse ink samples. Making ice cream investigating acids and alkalis using coloured indicators!
17/06/23	Tech	Beauty -_Nail painting and hand and arm massage for girls and boys.During this session we will be experimenting with different colour nail polish and practising hand and arm massages. Art - use acetate acrylics and paint pens to create beautiful pieces of window art Cooking – Taste test sweet treats!

24/6/23	Performing Arts	<u>Musical influence workshops.</u> Join us at OBA to learn the skills to become the next musical star. You will have the opportunity to be involved in show production, including theatre lighting, sound management and maybe become Britain's next star!
01/07/23		No Session
08/07/23	Tech	funky Hair up styles for girls and boys- During this session you will be styling hair using funky coloured chinks added hair to create some crazy styles. Cooking – Chocolate Muffins Textiles - Channel your inner RHS flower show by designing and painting your own flowerpots!
15/07/23	PE	Football Rounders Cricket Possibly softball.

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?	