

# Ormiston Bolingbroke Academy

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Principal: Kathryn Evans BA (Hons) NPQH



## Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2027 (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	827
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Year 3
Date this statement was published	15 <sup>th</sup> December 2024
Date on which it will be reviewed	31 <sup>st</sup> August 2025
Statement authorised by	Kathryn Evans
Pupil premium lead	Sean McGlory
Governor / Trustee lead	Sharon Case

### Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	<b>£503,782</b>

Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£503,782
<b>Total planned spend</b>	£503,782

## Part A: Pupil premium Strategy plan

### Statement of intent

At Ormiston Bolingbroke Academy, we ensure that all pupils excel in all elements of their character and education, with our intention of ensuring all students progress regardless of any potential barriers to learning.

Here at Ormiston Bolingbroke Academy, we 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.

- 1) High Quality Teaching – We aim to ensure an effective teacher is in front of every class.
- 2) 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.
- 3) 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 2024-2025:**

### **1 – High Quality Teaching:**

**Barrier:** Students enter the Academy with depressed levels of literacy and numeracy, this is affected by a variety of factors.

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 focus with time dedicated daily to the Reading Ahead programme, the Lexonix 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. 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 Edulink, Tassomai, 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. Year 11 also have training from MADE to get them prepared for the year ahead.

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. Our internal alternative provision provides the students opportunities to improve their knowledge, skills and behaviours in a setting that greatly supports their development to aid in them moving in to mainstream school when ready.

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 also provides targeted emotional health and wellbeing support including 1-1 support sessions and the Head Salad programme which provides regular group sessions to students improving social communication skills and supporting EHWB.

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

Stoke MIC is used to send small numbers of pupils on a rotation to focus on their behaviour and improve their focus in school, to move them away from their environment and give them the support they need.

**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 as well as an interview with a member of our 6<sup>th</sup> 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. A careers convention is held in the first term to give all KS4 and KS5 the opportunity to discuss a range of careers, as well as those in both the I-zone and the Intervention centre.

**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 after school 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. Additional tutors are added across the core subjects and some option subjects in KS4/5. All departments organise their own intervention/enrichment sessions, after school 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 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. NHY has been given a responsibility over attendance and ensures there is a continual focus on attendance across all stakeholders.

**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 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. All Y11 pupils provided with a new blue tie to start the new year.

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, particularly 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.

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 non-PP 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 tie. Uniform swap shop for all other years to help with costs of uniform. Year 11s provided with a new blue tie.

## 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.

### High Quality Teaching

Budgeted cost: £148, 843

Activity	Evidence that supports this approach	Challenge number(s) addressed														
<b>Quality First Teaching</b>	<p>Progress 8 has decreased 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> <th>2024</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> <td>-0.96</td> </tr> </tbody> </table>	Year	2019	2020	2021	2022	2023	2024	PP P8	-0.23	-0.24	-0.10	-0.45	-0.80	-0.96	1, 2, 3, 5
Year	2019	2020	2021	2022	2023	2024										
PP P8	-0.23	-0.24	-0.10	-0.45	-0.80	-0.96										
<b>On Site AP Provision – Teaching Staff</b>	All pupils in our internal AP provision are PP pupils and therefore having highly skilled and appropriate teaching staff is vital to the success of the AP provision and its goal of improving pupils' life chances.	1, 2, 3, 5														

### Targeted academic support

Budgeted cost: £40, 971

Activity	Evidence that supports this approach	Challenge number(s) addressed																					
<b>Teaching Assistants - Support</b>	<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> <th>2024</th> </tr> </thead> <tbody> <tr> <td>SEND</td> <td>-0.96</td> <td>-1.28</td> <td>-1.05</td> <td>-1.79</td> <td>-0.85</td> <td>-1.33</td> </tr> <tr> <td>PP</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Year	2019	2020	2021	2022	2023	2024	SEND	-0.96	-1.28	-1.05	-1.79	-0.85	-1.33	PP							2, 3,5
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SEND	-0.96	-1.28	-1.05	-1.79	-0.85	-1.33																	
PP																							
<b>Bidding pot - Made Training</b>	MADE training can provide pupils with intervention by preparing for examinations and sharing revision tips and techniques to give early preparation for all pupils, including all PP pupils in both Y11 and Sixth Form.	1, 3, 5																					

## Wider strategies

Budgeted cost: £309, 634

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teaching Assistants – Inclusion Zone</b>	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
<b>EHWB Support &amp; Counselling</b>	<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 have the counsel sessions for 8 hours per week to support attendance, including approaches outlined in the DfE's Working Together to Improve School Attendance guidance. 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

<b>Free breakfast</b>	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 (53% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration.	4, 5, 6
<b>Transition</b>	<p>The decision was made to stop the Saturday sessions and replace them with sessions during the school day in this academic year, significantly reducing the academy's costs and increasing the number of students visiting OBA.</p> <p>The first session took place with Hill View Primary in October. Feedback was very positive and the teacher requested to be invited to any further opportunities at OBA.</p> <p>In June, 187 parents of students from St. Berteline's, Astmoor and Windmill Hill primary schools came to watch Y5&amp;6 in a production based on the popular children's book The Day the Crayons Quit. Paul Tallant has worked with these schools for one hour per week over a series of months to develop their skills ready for this joint performance.</p> <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. Induction Days and Summer School all contribute to this.</p>	4, 5, 6



	Employing a settling-in evening to further the connection between school and the parents' of year 7 pupils.	
<b>Bidding Pot – Music Therapy</b>	According to the latest research, Music Therapy is a recognized health profession in which music is used to address physical, emotional, cognitive, behavioural and/or social functioning. In school settings, music therapy and music-based interventions can facilitate development in communication and sensorimotor skills, promote learning readiness, learning and skill acquisition, stimulate attention, and increase motivation to participate more fully in other aspects of the educational environment.	5, 6
<b>Attendance</b>	Attendance Figures: Whole school – 84.2% PP – 80.4%  Persistent Absence Figures: Whole school – 54.2% PP – 62.3%	4
<b>Resources and Tuition for LAC PP</b>	We provide additional support to LAC PP to ensure that students make progress towards their targets, but also to develop their skills getting them ready for their next stage in life. DAN liaise with these pupils and any external agencies to provide the additional support.	1, 2, 4, 6
<b>On Site AP Provision – Pastoral and Behaviour</b>	All pupils in our internal AP provision are PP pupils and therefore having highly skilled and appropriate support staff is vital to the success of the AP provision and its goal of improving pupils' life chances. Getting pupils to the point of being reintegrated back into the academy.	2, 6
<b>Pastoral Managers</b>	We currently have two 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: £503,782**

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 2023 to 2024 academic year.

## Spend evaluation 2023 – 2024

### **High Quality Teaching**

#### **High Quality Teaching**

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 also had the support of trust wide lead practitioners who supported by working with staff to improve pedagogy and provided master classes to core intervention groups of students.

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.

	2019 Results	2022 Results	2023 Results	2024 Results
<b>English</b>				
4+	54%	62%	62.2%	
5+	33%	42%	46.4%	
<b>Maths</b>				
4+	40%	62%	55.3%	
5+	18%	37%	30.7%	
<b>Science</b>				
4+	37%	46%	36%	
5+	15%	29%	17%	
<b>History</b>				
4+	42%	45%	31%	
5+	30%	30%	17%	
<b>Geography</b>				
4+	30%	54%	47%	
5+	20%	33%	18%	

	Result 2019	Results 2022	Results 2023	Results 2024
<b>Bio</b>				
4+	72%	76%	73%	
5+	56%	48%	48%	
<b>Chem</b>				
4+	71%	80%	73%	
5+	46%	50%	48%	
<b>Phy</b>				
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.

### TLR in Maths, English and Science

Positions given to assist with the running of the department - Role included to QA, print and deliver assessments and booklets, QA across the department and supporting with behaviour hotspots. Large departments (Maths, English, Science and Technology) have members 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.

### Tassomai Online Learning System

The homework platform used by the Science department. Really effective in embedding retrieval practice, to monitor areas of strength and weakness for individual students and to track student engagement with homework. 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.

## **Targeted Academic Support**

### Interventions

Interventions also took place last academic year, where staff were committed to doing weekly interventions with students throughout the year on a bi-weekly basis. Staff came into school over holidays 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. The sessions were well attended by students as staff are coming into school to support them during the holidays. (See below for bi-weekly timetables and holiday interventions)

#### **Week A**

Tuesday	Wednesday	Thursday	Friday
Maths Grade Boosters with subject teachers in teaching classrooms	English Master Class In Drama Studio.	Science Master Class  Combined Science in Drama studio  Combined Science Higher in G019  Triple Chemistry in G020	Triple Science Physics - G022

## Week B

Tuesday	Wednesday	Thursday	Friday
<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	
Computer Science 11A/B Geography Graphics IT Spanish Sports- Mr McIntyre History 11A1/ 11A2	Triple Science- Biology Catering Drama Engineering11B - Miss Davies  Music Psychology BTEC Business History	Sport - Mr Barratt Art Catering Dance Engineering - Mrs Riley  History 11C - Mr Crawley  Music 11C Photography Business GCSE	Triple Science Physics - G022
<b>All option subjects' interventions will take place in normal teaching rooms.</b>			

## October Half Term

Monday 30th October	11	Drama
	13	Textiles
	11	English
Tuesday 31st October	11	Maths
	Y12/13 Resit	GCSE Resit
Wednesday 1st November	11	English
	11	English
Thursday 2nd November	11	English

## February Half Term

Monday 12th February 2024	<b>Yr11</b>	<b>Catering Practical Exam (Priority)</b>
	Year 11	Drama Mock Exam
	Yr 11	Engineering- Unit 1 & 2
	Y11	Maths - Mr Muldoon's class
	y11	Engineering unit 2
	Year 11	Science
	Year 13	Textiles
Tuesday 13th February 2024	Year 11	Science
	Year 11	Science
	Yr 11	Engineering- Unit 1 & 2
	Year 11	English
	Year 13	English Language A Level +EPQ
	Y13	Maths
	Year 13	Textiles
Thursday 15th February 2024	Yr11	English

Friday 16th February 2024	Yr11	English
	Yr11	English

### Easter Half Term

Tuesday 2nd April 2024	11 and 13	Dance
	13	Maths
	11	History
	11	geography
	10 & 11	Engineering coursework
	10 & 11	Engineering coursework
	11	Chemistry
	Yr11	Music
	Yr13	Music
Wednesday 3rd April 2024	12 + 13	Criminology Unit 2
	13	Criminology Unit 4
	11	Maths
	11 and 13	Dance
	11	Sport Resit
	11	Science
	11	English
Thursday 4th April 2024	11	Graphics
	13	Philosophy
	13	History
	13	Biology
	10	Music
	11	Science
Monday 8th April	11	Catering Exam
	11	English
	11	History
Tuesday 9th April	11	Catering Exam
	11	English
	13	English Language
	11	Science
	13	English Literature Coursework
Wednesday 10th April 2024	11	Catering Exam
	eleven	English Language
	11	English Literature - Poetry
	11	English Language
	11	English Literature- Poetry comp.

Thursday 11th April	11 and 13	Photography
	11	Business
	13	ICT
	11	English
Friday 12th April	11	Business
	10	Business

### May Half Term

Tuesday 28th May 2024	11	History
		History
	11	History
Wednesday 29th May 2024	11	English
	11	Music
	13	English Literature
	11	English Literature
	11	English Literature
Thursday 30th May 2024	11	English
	11	English
Friday 31th May 2024	11	Maths
	11	Maths
	11	Maths
	11	Geography
	11	Maths

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	2024 Results
<b>BASIC MEASURES ENGLISH AND MATHS 4+</b>	34%	56%	36%	
<b>BASIC MEASURES ENGLISH AND MATHS 5+</b>	16%	31%	15.7%	

### **Reading Ahead**

The tutor time reading programme is embedded within the academy. Toni leads the programme with enthusiasm and drive which results in staff and students similarly valuing this programme. Students are read to 3 times a week for 15-20 minutes. The texts chosen are varied and include literary heritage texts. The texts also sometimes match the curriculum or the students' journeys through school life. Text choices are reviewed based on staff and student voice. Students spoken to value the programme and speak knowledgeably and with enthusiasm about the books they have read. AHH provides resources which are used by staff to support their delivery, and this was evident today. This includes context, summaries, vocabulary and comprehension questions. Students said they were taught vocabulary but could not name any examples. The tutor reading programme appears to be an important part of the curriculum at academy and helps to create a reading culture.

### **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.

In 2023-24 - Due to the success of Fresh Start during 22-23, 8 students accessed Fresh Start. 75% of students improved their standardised score with an overall average improvement of 7 standardised points. 63% of students improved their standardised score with an average overall improvement of 10 standardised points, with the greatest improvement being a 22 standardised point difference.

### **Lexonix**

In the 2023-24 academic year, 62 students have completed or are currently completing the Lexonix programme, a short-term intensive vocabulary intervention. 42 of these students were PP. These students range from Y7-11 and have a standardised age score of 85-115 (this means just below or above average). The focus initially is on those on GL tests who are identified as having vocabulary gaps. Of the students tested (54 - two groups still left to complete end of year test), the average progress is 24 standardised age score points, or 46 months progress in reading age. This has been corroborated where with our biggest cohort of students engaging in the programme, Y7, all but one of the Y7 students who engaged in the programme made 'higher' or 'much higher' than expected progress on their recent GL assessments. Through staff and student voice, it has been found that students are able to use their knowledge of morphology in class to decode new and unfamiliar words and the success of the intervention means it is now being used trust wide.

### **Alternative Provision**

The academy used two alternative provisions last year which are regulated by OFSTED. This provision is continuing in the 2024- 25 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 42 students have accessed the IC, currently 100% of the students accessing the centre are pupil premium.

### **Resources and tuition for LAC PP**

The desired outcome of the tutoring initially improved understanding in maths, but the impact has been a lot wider, Student A is more engaged in lessons and her relationship with Maths teachers has improved as Student A knows they work together to support her.

Student A's attitude towards learning has significantly improved as has her attendance to lessons. By Summer Term, Student A has not truanted or wandered the corridors during lessons. She has also come for additional support when assigned extra homework. The upcoming Mock results will also show an improvement from previous tests to fully show the impact of tutoring. Student A is extremely motivated to get into higher sets since starting tutoring which is evident in her attitude, engagement, and improved relationships with staff.

From tutoring Student A's subject knowledge and confidence has changed dramatically, she is so enthusiastic about the subject and has had dramatic effects on attendance and behaviour.

Student A has not only filled in gaps in subject knowledge but pushed herself to a higher academic understanding of themes and interjected critical theory into her analysis. She has developed a passion that has now led to further independent study.

### **The Brilliant Club**

Allows pupil premium students to have an insight into higher education which is something they might not have known about before. It promotes independent study, research and gives students the opportunity to develop skills the required to write a university level dissertation. It is used on CVs and UCAS applications and has helped to support some students with gaining a place on competitive courses such as medicine.

### **Edukey**

Is a tool used in the academy which quickly identify 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 led by SMY to ensure all the information is easily accessible. 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.



## **Wider Strategies**

### **Uniform and Equipment**

A key barrier for students attending school is that they can 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. The academy therefore decided to offer a free tie and blazer to all Year 7 students coming into the academy.

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**

The academy continued the trend of 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 (53% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration.

### **Inclusion zone**

The I-Zone (inclusion Zone) funding has supported the academy to secure 1 full time and 2 part time members of staff ensuring 2 members of staff are based in the I-Zone to support students. Students have accessed the space for a range of reasons. Some have accessed the room on a longer-term basis, bridging the gap for school non-attenders, supporting those with medical conditions including mental health concerns, supporting those who may be dealing with the loss of loved ones. Some students access the room on a drop-in basis throughout the school day. This may be to continue with their academic studies or access the sensory area to support self-regulation.

- 38 drop ins
- 13 full time
- 26 timetabled for specific lessons
- Total 77

67.5% of students regularly accessed I-zone support during the last academic year were entitled to PP.

SEND: 2023-24 35 students have been referred to the Educational Psychologist so far this year, 85.7% of these are PP.

### **Teaching Assistant Support**

Currently we have 9 in class teaching assistants. The funding has allowed us to support 25 EHCP students throughout the year from years 7-13 in a range of different subjects including core. TAs have also completed training to carry out a range of interventions including:

- Speech and language – 12 students accessed
- Reading plus – 94 students accessed
- Anger management – 12 students accessed
- IDL numeracy– 38 students accessed
- IDL literacy – 21 students accessed
- Breakfast club – 7 students accessed
- Lunch clubs – 41 students accessed
- Handwriting – 14 students accessed
- Break club – 28 students accessed

### **Counselling**

The wellbeing of children and young people has been a focus of government policy for several years. Recently produced guidance on the State of the Nation — Children’s Wellbeing and “ Mental health affecting attendance” supports the growing need for mental health and EHWP support for a growing number of students.

During 2023/24 68 students accessed counselling from the Academy's provision, which they would otherwise not be able to access due to lack of local provision, every growing waiting lists and thresholds to be accepted to services. This has caused a huge demand outweighing supply for services outside of the Academy.

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

During the Academic year 2023/24 212 students have had a concern logged on CPOMS regarding their EHWP/mental health this is approx. 25% of the student population and an increase of 2% in comparison to last year. This increase is lower than the national picture due to the success of the counselling service within school.

Within OBA the waiting list for counselling outweighs the provision we are able to offer however the counsellor providing an advice/signposting service to school staff has assisted in ensuring all students are able to access some support. The counsellor has also built up a relationship with the Halton MHST to support the approach across both options for student support.

Continued success in supporting students with emotional health & wellbeing as evidenced within OAT reviews, CPOMS data and IQM flagship status review.

### **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.

### **Careers Advice / Work Experience**

The academy has increased its CEIAG offer this year with a directly employed careers advisor alongside Amy Mayor. Amy works for MPLOY Solutions, who provide quality and impartial advice to all OBA students. Our directly employed careers advisor will shortly complete his Level 6 Apprenticeship in Careers Advice and Guidance and is trained and committed to providing impartial post-16 and post-18 advice. All Year 11 students will have a 1:1 session with a careers advisor from OBA or MPOLY Solutions. Our careers 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. 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.

54 PP students in Year 10 took part in work experience last year

9 PP students in Year 12 took part in work experience last year

3 Year 9 PP students had a one-to-one careers interview

11 Year 10 PP students had a one-to-one careers interview

94 Year 11 PP students had a one-to-one careers interview (12 of these students had two)

16 Year 12 PP students had a one-to-one careers interview (1 of these students had two)

3 Year 12 PP students had a one-to-one careers interview

**Enrichment**

	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%
Sept 1 <sup>st</sup> -Nov 27 <sup>th</sup> 2022	52%	52%	73%	48%
Sept 1 <sup>st</sup> -Dec 31 <sup>st</sup> 2023	70%	68%	59%	64%
Sep 1 <sup>st</sup> – Feb 18 <sup>th</sup> 2024	82%	79%	78%	75%
Sep 1 <sup>st</sup> – April 14 <sup>th</sup> 2024	84%	80%	78%	78%
Sep 1 <sup>st</sup> – June 2 <sup>nd</sup> 2024	86%	78%	75%	79%
Sep 1 <sup>st</sup> – July 18 <sup>th</sup> 2024	91%	82%	75%	84%

**Transition**

The summer transition programme last year was a success we employed a company to come and deliver our Summer School. 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 will see from the data below that attendance was low until it was relaunched in early January with led to a higher turnout.

Date of Saturday session	Number of students
7/10/23	24
21/10/23	46
11/11/23	19
18/11/23	21
2/12/23	22
9/12/23	24
16/12/23	20
13/1/24	57

20/1/24	72
27/1/24	54*
3/2/24	55
24/2/24	38
2/3/24	49
9/3/24	44
16/3/24	37

2 additional transition days for vulnerable students took place this year. This included students who are at risk of permanent exclusion, have severe anxiety about transition or SEND. Students participated in a treasure hunt style tour of OBA and a series of lessons. Incredibly positive student feedback:

Question:	Feedback:
Did you enjoy today? Yes or No	All students answered 'Yes'
Has today helped you to feel a little more confident about starting at OBA? Yes or No	All students answered 'Yes'

## 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?	