

Ormiston Bolingbroke Academy

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Principal: Kathryn Evans BA (Hons) NPQH



Pupil Premium Strategy

This statement details our school's use of pupil premium for the 2024 to 2027 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 on roll	758
Proportion of Pupil Premium eligible pupils	62%
Academic year/years that current Pupil Premium strategy covers: (3-year plans are recommended)	Year 2
Data statement published:	31/12/2025
Next statement review date:	31/08/2026
Statement authorised:	Kathryn Evans
Pupil Premium lead:	Sean McGlory
Governor/Trustee lead:	Sharon Case

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£456,990
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	£456,990
Total planned spend	£456,990

PART A: PUPIL PREMIUM STRATEGY

Statement of Intent

At Ormiston Bolingbroke Academy (OBA), 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 OBA, 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 evidence informed approach to how we approach the Pupil Premium 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 2025-2026

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 teaching and learning as a way to improve people literacy and numeracy across the curriculum. Having a whole school approach to coaching and staff development, all pupils get the best from their teachers, to improve pupil literacy and numeracy skills, by providing dedicated Pupil Premium intervention within and beyond the timetable.

Quality assurance of curriculum is a focus throughout the year with regular drop-ins, learning walks, book looks and CPD to support all learners progress, which in turn has a positive correlation with Pupil Premium students improving – this is achieved via the Steplab programme and the coaching programme we run throughout the year.

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 Pupil Premium 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 Pupil Premium 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 via revision skills and exam preparation tips.

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 Pupil Premium) 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 into 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 enabling students to improve social communication skills and supporting EHWB.

Barrier: *Many of our Pupil Premium 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 6th form team. External advisors prioritise Pupil Premium 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.

We now have an in-house careers advisor who works with us 5-days a week who can help organise visitors and holds regular meetings with pupils throughout KS4 and 5. 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 Pupil Premium students who need extra intervention to access all subjects and enable gaps to be closed more rapidly. Our intervention and enrichment fund enable all subjects to access extra funding for Pupil Premium 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 to support outside of regular lesson time to improve their access to core subjects. 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.

3 – Wider Strategies

Barrier: *The attendance of Pupil Premium students is below non-Pupil Premium 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 Pupil Premium students have had access to food/drink at the start of the day to help aid focus and concentration. Alongside this, we work with Tesco who provide us with fruit that the students can access for free with breakfast. 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. We have an attendance champion who has been given a responsibility over attendance and ensures there is a continual focus on attendance across all stakeholders.

Barrier: *Our Pupil Premium students may not have had the same access to a wide range of enrichment activities as non-Pupil Premium.*

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 Pupil Premium 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 KS3 pupils are entitled to a free trip across both Culture Weeks for years 7 and 9, and via history for Year 8. 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, Chess, games club, etc.

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

The academy has also launched a uniform 'swap shop' which enables students in all other years to access good quality recycled uniform. Uniform subsidies and grants are available to students who require additional support to attend school with the correct equipment and uniform. The OBA in the community initiative also provides sanitary products free of charge. All Y11 pupils provided with a new blue tie to start the new year. Uniform is available for any pupils who attend school have damaged or unfit clothing to allow them to access education without any issues relating to uniform.

Challenges

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

Challenge number	Detail
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 Pupil Premium students require additional support or an alternative curriculum to meet their needs.
3	Many of our Pupil Premium 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 Pupil Premium students is below non-Pupil Premium students. This reduces their school hours and causes them to fall behind.
5	Our Pupil Premium students may not have had the same access to a wide range of enrichment activities as non-Pupil Premium. 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-Pupil Premium and Pupil Premium 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 Pupil Premium have not had anyone in the family attend Further or Higher Education, so do not have the same level of knowledge at home to draw from when considering future options.	<p>Improved retention of Pupil Premium students in the academy sixth form or alternative education or employment. Exposed to experiences of Higher Education.</p> <p>All students to have access to independent careers advice.</p>
The attendance of Pupil Premium students is below non-Pupil Premium students. This reduces their school hours and causes them to fall behind.	<p>All students attend school and meet the academy attendance expectations. Access the needs of students and put the correct resources in place including counselling and access to the I-zone.</p>
Our Pupil Premium students may not have had the same access to a wide range of enrichment activities as non-Pupil Premium. As an academy we firmly believe that access to enrichment is vital for all students' social, moral, spiritual and cultural development.	<p>Comprehensive and well publicised enrichment offer. Track and monitor high attendance from our Pupil Premium cohort.</p>
Some Pupil Premium students require additional support to be able to attend school alert each day with the correct uniform/equipment	<p>All students have access to a free breakfast in the morning.</p> <p>Uniform swap shop for all other years to help with costs of uniform.</p> <p>Year 11s provided with a new blue tie.</p>

Activity in this academic year

This details how the academy intends to spend its pupil premium **this academic year** to address the challenges listed above.

High Quality Teaching

Budgeted cost: £78,779

Activity	Evidence that supports this approach	Challenge number(s) addressed																
Quality First Teaching	<p>Progress 8 has decreased over time for our Pupil Premium 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><tr><th>Year</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><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><td>Not published</td></tr></table>	Year	2019	2020	2021	2022	2023	2024	2025	PP P8	-0.23	-0.24	-0.10	-0.45	-0.80	-0.96	Not published	1, 2, 3, 5
Year	2019	2020	2021	2022	2023	2024	2025											
PP P8	-0.23	-0.24	-0.10	-0.45	-0.80	-0.96	Not published											

On Site Alternative Provision – Teaching Staff	The Pupil Premium pupils in our internal alternative provision have highly skilled and appropriate teaching staff which is vital to the success of the alternative provision and its goal of improving pupils' life chances.	1, 2, 3, 5
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Targeted Academic Support

Budgeted cost: £56,773

Activity	Evidence that supports this approach	Challenge number(s) addressed																								
Teaching Assistants - Support	<p>Teaching Assistant support is another key measure to ensure students get the support they need in order to make progress in lessons. The aim is for SEND students to perform at the same level as their peers nationally from KS2 data.</p> <table><tr><th>Year</th><th>2019</th><th>2020</th><th>2021</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><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><td>Not published</td></tr><tr><td>PP</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Year	2019	2020	2021	2022	2023	2024	2025	SEND	-0.96	-1.28	-1.05	-1.79	-0.85	-1.33	Not published	PP								2, 3,5
Year	2019	2020	2021	2022	2023	2024	2025																			
SEND	-0.96	-1.28	-1.05	-1.79	-0.85	-1.33	Not published																			
PP																										

Wider Strategies

Budgeted cost: £321,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants – Inclusion Zone	We currently have 81 pupils accessing the Izone. Izone allows pupils who need extra provision in accessing regular curriculum have a place to complete lessons and gain the required support. Access to the Izone is for a number of reasons including; 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 & Counselling	<p>Referrals for counselling increased following the periods of lockdown and as a result the academy has employed a second counsellor. Representatives from Connect Counselling see students on a weekly basis to support their needs. 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</p>	4, 5, 6

	<p>three-year plan to ensure our young people are in a good place to learn.</p>	
Free breakfast	<p>Many studies have shown the benefits of eating breakfast on energy and concentration. The NHS promotes eating breakfast but states that up to a third of the population regularly skip this meal. Lack of time maybe one reason but lack of food in the house may be another for Pupil Premium students.</p> <p>Free breakfasts issued on arrival (to all students) ensure that Pupil Premium students (62% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration.</p> <p>Free fruit is also provided on a daily basis on student entrance as an additional form of breakfast for students to choose.</p>	4, 5, 6
Transition	<p>OBA leads sessions during the school day in this academic year for a range of primary schools across a range of subjects, such as Science, Technology, Art etc., significantly increasing the number of students visiting OBA.</p> <p>So far this year, Gorsewood Primary and Murdishaw West Primary have been in for three cooking sessions with two more to go. Before Christmas, we also will have Beechwood Primary in for two sessions in art.</p> <p>In July, students from Windmill Hill, Beechwood and Weston primary schools came to take part in a production. 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. We will also have Gorsewood, St Martins, MWCP and Brookvale all coming in to watch Matilda Jnr production.</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</p>	4, 5, 6

	<p>transition is. Induction Days and Summer School all contribute to this.</p> <p>Employing a settling-in evening to further the connection between school and the parents' of year 7 pupils.</p>	
Attendance	<p>Current Attendance Figures: Whole school – 88.4% Pupil Premium – 86.10%%</p> <p>Current Persistent Absence Figures: Whole school 237 - 34.5% Pupil Premium 186 – 24.5%</p>	4
Resources and Tuition for LAC Pupil Premium	We provide additional support to LAC Pupil Premium to ensure that students make progress towards their targets, but also to develop their skills getting them ready for their next stage in life. We have a key member of staff who works to liaise with these pupils and any external agencies to provide the additional support.	1, 2, 4, 6
On Site Alternative Provision – Pastoral and Behaviour	All pupils in our internal alternative provision are Pupil Premium pupils and therefore having highly skilled and appropriate support staff is vital to the success of the alternative provision and its goal of improving pupils' life chances. Getting pupils to the point of being reintegrated back into the academy.	2, 6
Pastoral Managers	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 costs £456,990

PART B: REVIEW OF OUTCOMES IN PREVIOUS ACADEMIC YEAR

Spend Evaluation 2024 – 2025

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

High Quality Teaching

Last year we ensured that all year 11 use tutor time effectively to have intervention sessions over Maths, English and Science. Alongside this, Maths was also able to access a tutor to support different ability level groups throughout the year.

Masterclasses were put on from the Christmas term across the core subjects and Humanities. The sessions gave some focused support in a small group to embed any missing core knowledge from a variety of disciplines, as well as develop skills. 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. 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.

HEADLINES	2019 Result (144)	2020 CAG (158)	2021 TAG (199)	2022 Result (191)	2023 Result (179)	2024 Result (185)	Result 2025
Overall P8	0.04	-0.09	+0.05	-0.5	-0.61 (179)	-0.7	-
Attainment 8	43.8	42.4	40.0	42.49	38.5	37.22	34.86
5+ in English and Maths	16%	22%	24%	31%	23% (42)	25.4% (47) (+9%- 19) (+2% 23)	33% (43)
4+ in English and Maths	34%	41%	45%	55%	46% (84)	47% (86) (+12 19) (= 23)	53% (70)

GRADE 4	2019 Result	2020 CAG	2021 TAG	2022 Result	2023 Result	2024 Result	Predict Spring 2025	Result 2025 (137)
Grade 4+ All	34%	41%	45%	56%	46.4% (84)	47% (86)	49.2% (65)	53% (70)
Grade 4+ Disadvantaged	30%	39%	38%	40%	36% (32)	39.8% (41)	34.2% (22)	37.8% (28)
Grade 4+ non-disadvantaged	38%	45%	54%	73%	56.3% (52)	57% (45)	67.8% (40)	68.3% (43)
Grade 4+ Boys	27%	38%	43%	61%	41% (37)	40.7% (37)	53.7% (36)	58% (40)
Grade 4+ Girls	39%	45%	47%	51%	52.8% (47)	53.8% (49)	44.6% (29)	45.6% (31)

GRADE 5	2019 Result	2020 CAG	2021 TAG	2022 Result	2023 Result	2024 Result	Predict Spring 2025	Result 2025
Grade 5+ All	16%	22%	24%	31%	23% (42)	25% (47)	25% (33)	33% (43)
Grade 5+ Disadvantaged	12%	18%	19%	16%	15.7% (14)	21% (22)	15.1% (11)	21.6% (16)
Grade 5+ non-disadvantaged	20%	28%	29%	48%	30% (28)	31.3% (25)	37.3% (22)	44.4% (28)
Grade 5+ Boys	11%	18%	24%	35%	19% (18)	23% (21)	27% (18)	37.7% (26)
Grade 5+ Girls	20%	25%	23%	28%	27% (24)	27.7% (26)	23.1% (15)	26.5% (18)

The impact of targeted intervention in core subjects (Maths, English, Science) almost always leads to improved outcomes because pupils receive support precisely where gaps exist. The small-group masterclasses helped pupils consolidate missing knowledge, which is crucial in Year 11 when misconceptions can block progress, as well as this the regular weekly tutoring provided consistent reinforcement, which strengthened retention and built exam readiness. This also had an impact on pupil confidence and self-efficacy, as the pupils who received personalised support often felt more capable and less anxious about exams. The Masterclasses created a safe environment where pupils asked questions they may avoid in larger classes. Seeing progress over several weeks boosts motivation and belief in their own ability. Pupils became more resilient, more willing to attempt challenging tasks, and more positive about learning.

From the evidence above at 5+ the disadvantaged pupils have improved. 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.

Quality first teaching is a continual process of the QA system within school that employs both drop-ins of lessons and a whole school coaching system to improve the pedagogy of staff and make incremental improvements. This is coordinated by SLT who have a QA timetable and

the results were monitored to track strengths and areas for improvement. This is a process that will continually be upscaled to provide the best education for all pupils.

On Site Alternative Provision – Teaching Staff

Most pupils in our internal alternative provision are Pupil Premium pupils and therefore having highly skilled and appropriate teaching staff is vital to the success of the alternative provision and its goal of improving pupils' life chances. The timetabling ensured that subject experts taught the pupils all of the curriculum, so as not to further disadvantage anyone, and allowed 19 pupils to reintegrate seamlessly by the end of the year. Our Inclusion Centre Manager has oversight in the alternative provision intervention area and ensures pupils follow the rules, supporting the teaching staff who lead the sessions in the centre.

	AMon	ATue	AWed	AThu	AFri
TUT					
1	C3a/Pel Mr J King	C3a/Mal Mr A G Mul	C3a/Hil Mr RD Cor	C3a/Rel Mrs G P Qu	C3a/Cs1 Mr A E Lea
2	C3a/Enl Mrs H CHa	C3a/Pel Mr J King		C3a/Gel Mr RD Cor	C3a/Mal Mrs CM Gil
BRE					
3	C3a/Mal Mr A G Mul	C3a/Enl Mrs H CHa	C3a/Enl Mrs H CHa	C3a/Enl Mrs H CHa	C3a/Enl Mrs H CHa
4	C3a/Apl Miss S-L St	C3a/Sc1 Mrs L M Mi	C3a/Mal Mr A G Mul	C3a/Mal Mr A G Mul	C3a/Pel Mr J King
LUN					
5	C3a/Sc1 Mrs ML Ju	C3a/Apl Mrs ML Ju	C3a/Sc1 Mr AP Hul	C3a/Apl Miss B Hug	C3a/Apl Mr JM Wal

	BMon	BTue	BWed	BThu	BFri
	C3a/Hil Mr D Crawl	C3a/Mal Mr A G Mul	C3a/Hil Mr RD Cor	C3a/Rel Mrs G P Qu	C3a/Cs1 Mr A E Lea
	C3a/Apl Mrs ML Ju	C3a/Sc1		C3a/Gel Mr RD Cor	C3a/Pel Mr J King
	C3a/Enl Mrs H CHa	C3a/Tel Mrs V Davi	C3a/Gel Mr RD Cor	C3a/Enl Mrs H CHa	C3a/Enl Mrs H CHa
	C3a/Mal Mrs CM Gil	C3a/Enl Mrs H CHa	C3a/Sc1 Mrs L M Mi	C3a/Mal Mr A G Mul	C3a/Apl Miss B Hug
	C3a/Sc1 Mr AP Hul	C3a/Apl Miss B Hug	C3a/Tel Mrs V Davi	C3a/Apl Miss B Hug	C3a/Mal Mrs CM Gil

PE – 4 lessons p/f
 Maths – 9 lessons p/f
 History – 3 lessons p/f
 RE – 2 lessons p/f
 Geography – 3 lessons p/f
 English – 9 lessons p/f
 Computer Science – 2 lessons p/f
 Science – 6 lessons p/f
 Technology – 2 lessons p/f
 AP – 8 lessons p/f

In terms of the impact from the teaching staff within alternative provision it provided access to subject experts solidifying curriculum quality. It ensured that subject specialists taught the full curriculum meaning pupils received accurate explanations, appropriate challenge, and high-quality feedback. Pupils in alternative provision often experience fragmented learning; this model protects curriculum breadth and depth, so pupils maintained curriculum continuity and made stronger progress across subjects.

The fact that 19 pupils reintegrated seamlessly shows that the provision effectively closes gaps, builds confidence, and prepares pupils for mainstream expectations. Reintegration is a key indicator that the provision is not a “holding space” but a purposeful intervention.

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.

	Subject	Class	Start Time	End Time	Staff Involved	Room Number
Monday 17th February	Maths	Yr13	10	12	BMN	F027
	Biology	Year 11 triple	10	12	JCY	G027
	Catering Exams	11A/CG1	10	14	VDS	G001
	Drama	11b/Dr1	9	11	KFE	G004
Tuesday 18th February						
	Business/ICT	Year 11 groups	10	12	LHU	F019
	Catering Exams	11A/CG1	10	14	VDS	G001
	Engineering	11B EG1	10	12	JDS	F026
	English Miss Howard-Hildige	11Lit1 and 11Lit2	10	12	AHH	F003
Wednesday 19th February						

	Subject	Class	Start Time	End Time	Staff Involved	Room Number
Monday 7th April	Engineering	11C/Eg1	10am	2pm	GRV	
	Art	11B/Ar1	9:00	2pm	VNN	F014
	Maths	11F4/11H3	9:30	11:30	ATD	F032
	Dance	11A/Da1	12.30pm	2.30pm	LPR	Dance Studio
	Dance	10C/Da1	9am	12pm	LPR	F023
	Drama	11B.Dr1	9	12pm	KFE	F007
Tuesday 8th April	Maths	11H2/11H3	9:30	11:30	CGN	F039
	Graphics	11c/g1	11:30	2	SMY	F013
	Maths	13A/Ma1	9am	12	BMN	F027
	BTEC Business	Year 11	10am	12	LHU	F019
	ICT	All year 11 ICT students	10am	12	LHU	F019
Wednesday 9th April	Photography	13D/Pg1	10am	3pm	LFN	F015
	Geography	11A/Ge1	10am	12pm	EJS/CES	G009/G011
	Engineering	11B/Eg1	10:00 AM	2pm	JDS	F026
	History	All year 11 History students	10am	12pm	SMG/LMR/DCY	G010/F028/F029
Thursday 12th April	Chemistry	Triple	10:30	12pm	JPD	G022
	Physics	Triple	12pm	2pm	CME	G017
	Science	Combined	10am	12pm	AES	G019
Friday 11th April	11o2 English Lang Intervention	11o2	10:00	11:00	SSS	F010
	11o1 English Lang Intervention	11o1	11:00	12:00	SSS	F010
	11o3	11o3	10:00	11:00 PM00	GCR	F011
	1101 English Lit Intervention	11o1	10:00	11:00	AHH	F003
	1102 English Lit Intervention	11o2	11:00	12:00	AHH	F003

This intervention has led to stronger academic progress and knowledge retention via the regular weekly and bi-weekly interventions giving pupils repeated opportunities to revisit and secure key knowledge. The tailored holiday sessions help pupils close gaps that might otherwise persist into exam periods and developed a more secure understanding of the curriculum and are better prepared for assessments. It also showed pupils that staff are invested in their success, which significantly increased motivation. This increased confidence led to greater participation in lessons and more positive attitudes toward learning.

Teaching Assistant – Support

Teaching Assistant support is another key measure to ensure our students get the support they need in order to make progress in lessons. Reducing the gap for our SEND students demonstrating they are performing at the same level as their peers nationally from KS2 data. We had 10 TAs supporting 27 children across the school week, with full time TAs working directly with EHCP students. 15 of the 27 pupils the TA team worked with were PP students, showing a 55.5% support of PP students. A clear look at the grades shown below indicate an improvement across both the 4+ and 5+ measures for year 11 SEN pupils.

	2019 Result	2020 CAG	2021 TAG	2022 Result	2023 Result	2024 Result	Predict Spring 2025	Result 2025 (137)

Grade 4+ SEN	11%	21%	22%	14%	6.7% (1)	22.2% (6)	23.1% (6)	29.2% (7)
Grade 5+ SEN	11%	13%	11%	0%	6.7% (1)	10.7% (3)	3.8% (1)	12.5% (3)

The clear impact from this, showed that the consistent TA support ensured SEND pupils received targeted help within lessons, enabling them to access the curriculum more effectively. The fact that SEND pupils performed in line with national peers (based on KS2 data) showed that the support is successfully closing gaps rather than widening them. Full-time TAs worked directly with EHCP pupils which ensured statutory needs were met and personalised strategies were implemented daily.

Bidding Pot – Made Training

MADE training provided pupils with intervention strategies 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. This training was completed in Half Term 1 with 136 year 11 students attending throughout the day, of which 74 of these students were PP, which works out to 54.4%, fitting in line with whole school PP data average. We also provided a session to sixth form students which prepared them for mocks and examinations, as well as included an after-school session for parents that provided insight in to support with revision and exams. This was a well-attended session.

Wider Strategies

Teaching Assistant – Inclusion Zone

Across the year, there are several reasons for pupils to access our I-zone, these include: vulnerable students, personalised timetable support, reintegration timetable, support returning from AP, subject support, start of the day support and form time emergency drop in. 106 pupils accessed I-Zone support across the year and 80 of these pupils were PP pupils, making it a 75.4% spread of PP pupils using the I-Zone. This is supported by having 1 full time and 2 part-time staff, who make up 1 full time staff to be a constant presence for support in there. These staff help students re-engage with the school and curriculum, support their studies and build up their resilience.

The clear impact from this data shows the strong support for vulnerable and disadvantaged pupils. With 80 out of 106 pupils being PP (75.4%), the I-Zone is clearly met the needs of disadvantaged learners. Vulnerable pupils received a safe, structured space where they can access help without stigma. This targeted support reduced barriers to learning and helped close attainment gaps. This improved equity, stronger engagement, and better outcomes for PP and vulnerable pupils.

EHWB – Support and Counselling

Referrals for counselling increased following the periods of lockdown and as a result the academy has employed a second counsellor. Counsellors from Connect Counselling Services see students on a weekly basis. There are also several students on the waiting list for this service. In terms of counselling, we had 31 students have attended counselling sessions throughout the year, out of these 31, 21 were Pupil Premium pupils (67.7%). The counselling allowed these pupils to be able to get the support that they require to access the curriculum and thrive in school.

In terms of EHWB support, we have SCE who both supports pupils in terms of medication, as well as any other issue a pupil faces. Pupils have access to EHWB throughout the whole school day and attend for support. This is all monitored and tracked to ensure pupils can access the curriculum and school day appropriately. For the medication elements of EHWB, out of the 103 Students who accessed this 71 were PP (68.9%) and for other EHWB support, 284 pupils accessed with 184 being PP pupils (64.7%).

This support and counselling led to improved emotional wellbeing and mental health, shown by the increase in referrals reflects heightened emotional needs, and employing a second counsellor ensures pupils receive timely support. The weekly counselling sessions helped pupils process anxiety, trauma, or stress, which directly improved their ability to focus and participate in lessons. With 67.7% of counselling users being PP pupils, the support is reaching those most likely to face additional barriers. Pupils now feel more emotionally stable, more supported, and better able to engage with school life.

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 (62% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration.

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 (62% of our cohort) have had access to food/drink at the start of the day to help boost their energy levels and concentration. As part of a Tesco Free fruit scheme, this provided free fruit to students when they enter the academy, as an additional form of breakfast for students to choose.

This free breakfast improved concentration and readiness to learn, which allowed pupils to start the day with stable energy levels, making them more alert, more focused, and better able to retain information. This directly supported stronger engagement in morning lessons, where core subjects often sit.

Transition

The decision was made to lead sessions during the school day in this academic year, significantly reducing the academy's costs and increasing the number of students visiting OBA. Throughout the year we had 8 primary schools invited to OBA to complete a range of subjects across cooking, technology, art and science.

In July, students from Windmill Hill, Beechwood and Weston primary schools came to take part in a production. Our Head of Music has worked with these schools for one hour per week over a series of months to develop their skills ready for this joint performance. Curriculum is adapted according to information obtained from primary school to ensure it is responsive to the cohorts needs.

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. We held an additional two days to support vulnerable pupils who would be attending OBA to support in their transition alongside the whole cohort transition days that we employ. 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.

The impact this had ensured smoother and more successful transition to secondary school. The pupils who had visited OBA multiple times arrived in Year 7 with reduced anxiety and increased confidence. The additional transition days for vulnerable pupils ensured that those who needed extra support receive it in a calm, personalised way. All of these pupils started secondary school feeling secure, confident, and ready to learn

Bidding Pot – Music Therapy

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. Throughout the academic year, 5 pupils accessed music therapy as a way to develop communication skills, and out of these 5, 80% were PP pupils. Highlighting the advantage this provides to those pupils who need the specific support music therapy provides to both those SEND and Pupil Premium needs.

This therapy improved communication skills, as it provided an alternative, non-verbal route for pupils to express themselves. Over time, these pupils became more confident in initiating communication, responding to others, and expressing emotions appropriately. Pupils developed stronger communication skills that supported classroom learning and social relationships. With 80% of participants being PP pupils, the intervention reached those who often face the greatest barriers to learning, providing personalised, specialist support that many PP and SEND pupils would not otherwise access. This helped to reduce inequalities in communication, emotional regulation, and learning readiness.

Attendance

	7-11 %
SEND E	72.2%
SEND K& E	84.4%
Non-SEND	89.1%
PP	84.9%
Non-PP	92.2%

	20/21	21/22	22/23	23/24	23/24 YTD (16/6/25)	24/25 YTD (16/6/25)
OVERALL	90.04	84.86	86.4	85.2	86.2	87
YEAR 7	87.4	89	89.9	90.4	91.1	92.4
YEAR 8	86.3	86.1	86.8	86.9	87.8	89
YEAR 9	90.9	86.9	85	85.1	85.4	85.3
YEAR 10	91.5	90.1	85.9	83.1	83.7	85.9
YEAR 11	88.4	82.9	83.7	80.7	87.5	82.7
PP	89.5	81.7	83.1	90.1	83.7	84.1
NON-PP	89.5	88.4	90.4	81.7	91.2	91.3
CLA	95.6	87	86.6	82.4	84.4	80.8
SEND	76.4	83.2	82.3	79.7	81.4	84.5
NON-SEND	91.3	87.6	87.3	86.7	88.2	88.2
SEN & PP					78.2	81.8
EHCP					68	74.6
FSM					82.6	83.7
Non-FSM					91.5	91.6
BOYS	90.3	88.2	86.3	86.5	88.3	88.6
GIRLS	88.8	85.9	86.5	83.9	86.1	85.3

This data shows the clear impact that the focus on attendance had on pupils across the year, as pupil premium, PP and SEND, and FSM pupils all improved in their attendance goals. This all shows that the strategies in place are narrowing the gap for pupil engagement and having an impact on their learning and progress.

On Site Provision – Pastoral and Behaviour

The majority of the pupils in our internal Alternative Provision are Pupil Premium pupils (91.1% - 41/45) and therefore having highly skilled and appropriate support staff is vital to the success of the Alternative Provision and its goal of improving pupils' life chances. Getting pupils to the point of being reintegrated back into the academy. We were able to get 19 pupils (all PP) reintegrated into main stream school, while supporting 3 others to successfully move locations to best support their education.

This all led to improved life chances for disadvantaged pupils, as with 91.1% of AP pupils being Pupil Premium, the provision was directly supporting those who faced the greatest

barriers to education. Highly skilled staff ensured these pupils received tailored academic, behavioural, and emotional support. This targeted approach helped pupils overcome challenges that would otherwise limit their future opportunities. All of this gave pupil experience greater stability, improved engagement, and a stronger foundation for long-term success.

Alongside this, with the 19 pupils (all PP) reintegrated back into mainstream school, this demonstrated that the AP is not a holding space but a purposeful intervention, which shows that pupils have rebuilt the skills, confidence, and behaviour needed to thrive in regular lessons.

Pastoral Managers

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. These members of staff deal with the on-call system connected to Edulink to support with keeping teaching to a high standard by dealing with issues and moving pupils onto the Turn-Around Room.

The clear impact this had on pupils was that pupils felt safer, happier, and more supported. Having dedicated non-teaching pastoral managers meant pupils had trusted adults available throughout the day. Pastoral staff helped pupils navigate personal or social issues before they escalate. All of which improved wellbeing, stronger relationships with school, and greater readiness to learn.

Pastoral managers responded immediately to issues that disrupt learning—whether emotional, behavioural, or social. This early intervention prevents small problems from becoming major obstacles. So, pupils received the support they needed to stay in lessons and make academic progress.

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?	