

Pupil premium strategy statement – Birmingham Ormiston Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	996
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2025-26
Date this statement was published	November 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Alistair Chattaway, Principal
Pupil premium lead	Simon May, Student Success Leader
Governor / Trustee lead	Julian Widdows, Chair of Academy Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,680
Recovery premium funding allocation this academic year	£13,248
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£62,928

Part A: Pupil premium strategy plan

Statement of intent

Birmingham Ormiston Academy is committed to providing high-quality and distinctive education through a specialist, knowledge-rich curriculum delivered in outstanding facilities. The academy seeks to attract pupils from across a range of backgrounds and academic abilities who are able to demonstrate aptitude in the creative, digital, and performing arts. Specialising in the arts, we provide a dynamic and personalised learning pathway for each individual.

It is our philosophy to unlock each pupil's potential irrespective of their background or the challenges they may face. In our teaching and targeted support, evidence-based approaches are used to address the needs of our disadvantaged pupils, including those who are high achievers, with careful diagnostic processes identifying how and where support can be provided to best effect. The efficacy of our teaching is continually enhanced through quality assurance processes and a purposeful cycle of professional development.

Through our teaching, partnerships, industry links, pastoral care and monitoring, we aim to foster ambition and a sense of possibility, providing opportunities within and beyond the classroom that may not otherwise be available to our pupils, particularly those who are disadvantaged. We ensure that our disadvantaged pupils are equally able to access such opportunities and monitor their engagement closely.

Our examination results demonstrate an established track record of success in maintaining high levels of attainment among our disadvantaged pupils relative to their peers. Central to the intended outcomes and activities listed below is the intention that our disadvantaged pupils will continue to achieve outcomes that match their potential, with clear focus given to emerging gaps in learning as well as pastoral challenges, including those caused and/or exacerbated by the COVID-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Based on Year 11 results for the 2021-23 cohort and current predictions for the 2022-24 cohort, disadvantaged pupils do not make expected progress against target grades (calculated from FFT20 data and initial diagnostic assessments), notably in core subjects (citizenship, maths, and science) and the most popular options subjects (geography and history).
2	Disadvantaged pupils in the 2020-22 cohort achieved higher Progress 8 and Attainment 8 scores compared to the whole cohort; the reverse was true for the 2021-23 cohort, with disadvantaged pupils achieving lower mean scores.

3	In the Year 11 results for the 2021-23 cohort, a smaller proportion of disadvantaged pupils achieved at least five standard GCSE passes including English and maths (58.33%) compared to the whole cohort (79.5%). Year 11 predictions for 2022-24 cohort indicate that this gap is on track to be reduced (89.29% compared to 92.7%), but a continued focus is required to consolidate and extend this current improvement in projected outcomes.
4	In line with national trends, especially following the COVID-19 pandemic, attendance data for disadvantaged pupils (for the 2022-23 cohort, the Year 11 average was 81.53% compared to 89.45% for the whole cohort) indicates a correlation between lower attendance and lower predictions/outcomes.
5	The transfer of information from previous schools can sometimes delay the provision of extra support for disadvantaged pupils at the start of Year 10.
6	Disadvantaged pupils may lack some of the practical means to access learning and/or extra-curricular opportunities, with a correlative gap in their understanding of how to research and pursue post-16 courses and careers.

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
Improved progress and attainment for disadvantaged pupils relative to target grades, with a focus on citizenship, geography, history, maths, and science.	Results for the 2022-24 cohort to show that disadvantaged pupils achieve on average: <ul style="list-style-type: none"> A points difference (result <i>versus</i> target) better than -0.5. Predictions for the 2023-25 cohort to indicate further improvements.
Improved Progress 8 and Attainment 8 scores for disadvantaged pupils, closing the gap to whole cohort figures.	Results for the 2022-24 cohort to show that disadvantaged pupils achieve on average: <ul style="list-style-type: none"> A Progress 8 score greater than 0.1 An Attainment 8 score greater than 50.
Improved proportion of disadvantaged pupils achieving at least five standard passes including English and maths.	Results for the 2022-24 cohort to show that at least 85% of disadvantaged pupils have achieved five standard passes including English and maths. Predictions for the 2023-25 cohort to indicate further improvements.
Improved attendance data for disadvantaged pupils relative to the whole cohort.	Attendance for disadvantaged students to exceed 85%.
Earlier identification of disadvantaged pupils in Year 10 to allow swifter provision of extra support from teachers.	An indicative list of disadvantaged pupils to be prepared for September 2024, subject to revision as further information is received.
Provision of learning resources, assistance with accessing extra-curricular opportunities, and post-16 guidance for all disadvantaged pupils as required.	All disadvantaged pupils to be provided with resources, assistance, and guidance as required, monitored through regular pupil voice and in consultation with teachers.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to support the implementation of evidence-based approaches responsive to the needs of disadvantaged pupils:</p> <ul style="list-style-type: none"> • Pupil Premium (PP) to be included as a key focus within the school CPD cycle • Formation of a PP working party to research and lead the promotion of effective strategies. • Subscription to the National College. 	<p>Using pupil premium: guidance for school leaders (DfE) Link</p> <p>Effective professional development (EEF) Link</p> <p>Using EEF guidance for effective professional development (National College) Link</p>	<p>1, 2, 3</p>
<p>Implementation within departments of bespoke teaching strategies to improve outcomes for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Strategies to be identified in a central database, allowing good practice to be shared (see <i>Further Information</i> below) • Regular data reviews to monitor impact, with a focus on citizenship, geography, history, maths, and science. 	<p>Using pupil premium: guidance for school leaders (DfE) Link</p> <p>The EEF guide to the pupil premium (EEF) Link</p> <p>'Menu of approaches': evidence brief and supporting resources (EEF) Link</p> <p>Great teaching toolkit: evidence review (Evidence Based Education) Link</p> <p>Developing an evidence-based strategy to make the most of pupil premium (National College) Link</p> <p>Feedback (EEF) Link</p> <p>Previous success utilising this approach</p>	<p>1, 2, 3</p>
<p>Appointment of a Student Success Leader to drive the implementation of the school's PP strategy.</p>	<p>Putting evidence to work: a school's guide to implementation (EEF) Link</p> <p>Developing an evidence-based strategy to make the most of pupil premium (National College) Link</p>	<p>1, 2, 3</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £16,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to improve outcomes for disadvantaged pupils relative to target grades:</p> <ul style="list-style-type: none"> • After-school sessions as required • Mentors in English and maths for identified pupils • Regular data reviews to monitor impact, with a focus on citizenship, geography, history, maths, and science. 	<p>Small group tuition (EEF) Link One to one tuition (EEF) Link Previous success utilising this approach</p>	1, 2, 3
<p>Creation of a PP timetable to facilitate targeted support from the Curriculum Support team in lessons.</p>	<p>Teaching assistant interventions (EEF) Link Making best use of teaching assistants (EEF) Link</p>	1, 2, 3
<p>Gathering of information at the admissions stage to create an indicative list of disadvantaged pupils, to be shared with teachers in Sept 2024.</p>	<p>Putting evidence to work: a school's guide to implementation (EEF) Link Developing an evidence-based strategy to make the most of pupil premium (National College) Link</p>	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of effective SEMH support – pastoral team to liaise with Student Success Leader and utilise support from external agencies as required.</p>	<p>Social and emotional learning (EEF) Link Previous success utilising this approach</p>	4

<p>Implementation of targeted attendance procedures, including effective communication with parents/carers – pastoral team to liaise with Student Success Leader and utilise support from external agencies as required.</p>	<p>Working together to improve school attendance (DfE) Link Working with parents to support children’s learning (EEF) Link Previous success utilising this approach</p>	<p>4</p>
<p>Provision of learning resources as identified to be necessary, e.g. texts, revision guides, and technology:</p> <ul style="list-style-type: none"> • Pupil meetings and communication with parents/carers to be used to identify need • Directors/curriculum leads to identify essential resources (see <i>Further Information</i> below). 	<p>Previous success utilising this approach</p>	<p>6</p>
<p>Practical and financial assistance provided to support disadvantaged pupils’ access to extra-curricular opportunities.</p>	<p>Arts participation (EEF) Link Previous success utilising this approach</p>	<p>6</p>
<p>Provision of timely guidance relating to post-16 options, utilising a school subscription to a platform:</p> <ul style="list-style-type: none"> • Materials to be prioritised for disadvantaged pupils, with levels of engagement to be monitored/reviewed. 	<p>Careers guidance and access for education and training providers (DfE) Link Good Career Guidance (Gatsby) Link</p>	<p>6</p>

Total budgeted cost: £62,928

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The examination results for Birmingham Ormiston Academy demonstrate an established track record of success in maintaining high levels of progress and attainment among disadvantaged pupils relative to their peers and compared with national averages.

Results for the 2021-23 cohort reflect emerging gaps in learning as well as pastoral challenges caused by the COVID-19 pandemic. Nevertheless, the mean Attainment 8 score remained higher than the national average for state-funded schools in England.

Projections for the 2022-24 cohort indicate that gaps in attainment are on track to be reduced. The activities listed earlier in this document are designed to consolidate and extend this trend of improvement in projected outcomes: early signs of successful impact can be identified in the improved percentage of pupils in line to achieve five or more standard passes including English and maths (arising from teaching strategies implemented within maths) and improved figures for attendance for the current Year 11 cohort (arising from intensive work carried out by the pastoral team in supporting individual pupils).

Focus	Year 11 Cohort			
	2017-19	2020-22	2021-23	2022-24*
Number of disadvantaged pupils	26	14	24	28
Number of students in whole cohort	179	160	161	178
Mean Progress 8: disadvantaged pupils	0.04	1.1	-0.29	0.15
Mean Progress 8: whole cohort	0.19	0.62	0.25	0.35
Mean Progress 8: nationally (state-funded)	-0.03	-0.03	-0.03	–
Mean Attainment 8: disadvantaged pupils	52.2	62.9	46.44	54.9
Mean Attainment 8: whole cohort	54	60.2	53.59	56.97
Mean Attainment 8: nationally (state-funded)	46.7	47.8	46.2	–
Mean Y11 attendance: disadvantaged pupils	84.03%	88%	81.53%	87.12%
Mean Y11 attendance: whole cohort	87.75%	88.27%	89.45%	91.60%
Pupils achieving five or more standard passes (Grade 4+) including English and maths:				
Disadvantaged pupils	74%	93%	58.33%	89.29%
Whole cohort	80%	92%	79.5%	92.7%
Pupils achieving standard passes (Grade 4+) in English and maths:				
Disadvantaged pupils	74%	93%	58.33%	89.29%
Whole cohort	82%	92%	79.5%	92.7%
Nationally (state-funded schools in England)	64.6%	68.8%	64.8%	–
Pupils achieving strong passes (Grade 5+) in English and maths:				
Disadvantaged pupils	50%	86%	29.17%	57.14%
Whole cohort	58%	75%	59.63%	66.29%
Nationally (state-funded schools in England)	43.2%	49.8%	45%	–

*Information for the 2023-24 cohort is provisional, based on internal data

Further information

Bespoke strategies identified as effective within departments by directors/curriculum leads:

Subject Area	Strategies
Acting	Support attending trips and auditions; teachers know their disadvantaged pupils and have conversations to ensure they feel supported/comfortable asking for help; printing scripts for all pupils so that no one stands out; ensuring that chosen scripts are accessible on a free platform; school devices can be used for written work.
Art / VAD	A positive and safe working environment; ensure targets are known and being worked towards; marking schema; targeted questioning; effective feedback (1:1/whole group); regular contact with pastoral and home; intervention through additional support during or after school; extra-curricular programme (Friday afternoons); art equipment/packs; additional worksheets.
Citizenship	Targeted questioning; all pupils receive copies of the materials they need; copies of the textbook are loaned as required; seating plans are used to facilitate discussion/sharing of ideas; intervention worksheets.
Creative Media	Priority access to school media equipment over holidays (following discreet checks of the hardware pupils can access at home); free access to paid media software at home; targeted questioning; additional check-ins following setup of tasks; directed intervention sessions during assessment windows.
Dance	Financial support with trips and visits; short-term loaning of devices; costumes provided for pupils where required in shows.
English	Copies of texts; checks during lessons with extra verbal feedback provided; targeted questioning during lessons; invitations to Friday intervention; additional one-to-one/small group support as required.
Geography	Free access to required field-trips; discounts offered for international and optional trips; borrowing of textbooks and revision guides; invitations to optional revision sessions (support with attending on weekends and in school holidays); targeted assessment through questioning; half-termly one-to-one intervention, beginning Term 2 (sessions involving discussion of progress, barriers to progress, needs to meet academic targets, and revision support).
History	Targeted questioning (classroom and group questioning for confident pupils, one-to-one for less confident pupils and to ensure understanding as required); invitations to intervention (Monday after school / Tuesday lunchtimes), with parents/carers made aware of the opportunity; disadvantaged pupils are made aware of the history library and can borrow books; half-termly one-to-one intervention, beginning Term 2 (sessions involving discussion of progress, barriers to progress, needs to meet academic targets, and revision support).
Languages (French / Spanish)	Revision guides; bridging booklets between Year 10 and Year 11 (summer holidays); invitations to intervention sessions; extra questioning in lesson; differentiated independent study as appropriate.
Maths	Seating next to supportive pupils; prioritising for individual support during practice; targeting where appropriate during whole-class diagnostic questioning; prior knowledge assessment used to identify weaknesses and provide intervention if necessary; regular sequenced recall tasks at the start of every lesson to embed essential knowledge and fill pre-existing gaps; literacy focus with key words highlighted at the start of and during every lesson; disadvantaged pupils highlighted on all internal data spreadsheets and when identifying and planning

	intervention cohorts; prioritising for parental contact when concerns arise, e.g. non-completion of homework, inviting to progress support.
Media Studies	Weekly GCSE interventions with a different focus each week (advertised on the classroom door); targeted questioning, starting with knowledge retrieval questions and building up to subjective analysis (requiring judgements and conclusions); access to revision content and lesson content on Teams; seating plans used to ensure grouped students of different abilities to facilitate learning conversations.
Music / Music Technology	Equipment provided for all pupils to access learning in classroom and studio environments; loaning of equipment (e.g. taking it off-site to support coursework projects and wider music projects); loaning of music-specific laptops to support with study; rehearsal spaces are bookable beyond lesson times, with equipment provided as needed; access to spare workstations to complete work for deadlines; individualised support (teachers know pupils' aspirations and needs, and offer support accordingly on a case-by-case basis); verbal feedback; regular discussion of disadvantaged pupils' progress in department meetings; access to funding to support with instrumental or vocal lessons; networking encouraged across year groups, allowing pupils to share equipment, opportunities and knowledge.
Musical Theatre	Targeted intervention (for both theory and practical elements of the course); provision of extra dance kit/shoes if necessary; verbal and written feedback consistently provided in all lessons; offering use of BOA devices for written work.
Science	Ensuring that pupils have the revision materials they need, with free copies provided as necessary; targeted questioning and extra feedback; disadvantaged pupils are highlighted on departmental databases for priority attention in class; invitations to intervention as required due to attendance or progress concerns.