

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	1020
Proportion (%) of pupil premium eligible pupils	6.67%
Academic year/years that our current pupil premium strategy plan covers	2023-24 to 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Alistair Chattaway, Principal
Pupil premium lead	Simon May, Assistant Principal
Governor / Trustee lead	Julian Widdows, Chair of Academy Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,075
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68,075

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 and recent rises in the cost of living.

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, disadvantaged pupils do not make expected progress against their target grades, as calculated from FFT20 data (not in the case of the 2023-25 cohort) and initial diagnostic assessments.
2	Disadvantaged pupils in the 2020-22 cohort achieved higher Progress 8 and Attainment 8 scores compared to the whole cohort; the reverse is true for subsequent cohorts (Progress 8 data is unavailable for the 2023-25 cohort), though the gap in mean Attainment 8 scores has reduced over the past two years by a cumulative 3 points, from 7.2 in 2023 results to 4.2 in 2025 results.

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 results in 2024 and 2025 saw a significantly reduced gap in attainment (2024: 80.8% compared to 88%; 2025: 78.8% compared to 87.5%), but a continued focus is required to consolidate and extend this trend of improved outcomes.
4	In line with national trends, attendance data for disadvantaged pupils (for the 2023-25 cohort, dated to the start of summer 2025 exams, the Year 11 average was 84.3% compared to 90.4% 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.	Results 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.
Improved Progress 8 and Attainment 8 scores for disadvantaged pupils, closing the gap to whole cohort figures.	Results 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 to show that at least 85% of disadvantaged pupils have achieved five standard passes including English and maths.
Improved attendance data for disadvantaged pupils relative to the whole cohort.	Attendance for disadvantaged students to exceed 85%.
Early 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 every September, 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: £23,525

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 • Subscriptions to the National College, TES Develop, The Key, etc. • Time and funding for subject-specific CPD on INSET days. 	<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. 	<p>Using pupil premium: guidance for school leaders (DfE) Link</p> <p>The EEF guide to the pupil premium (EEF) Link (2023) and Link (2025)</p> <p>'Menu of approaches': evidence brief and supporting resources (EEF) Link (2023) and Link (2025)</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>Designation of 'Student Success' as a senior leadership post to drive the implementation of the 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: £20,400

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 • Small group interventions in English and maths • Regular data reviews to monitor impact • Actions to be recorded in CPOMS to enable real-time monitoring and prompt additional actions as required. 	<p>Small group tuition (EEF) Link One to one tuition (EEF) Link Previous success utilising this approach</p>	1, 2, 3
<p>Cross-checking of SEND and PP registers to facilitate targeted support from teaching assistants.</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 September.</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: £24,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of effective SEMH support – pastoral team to liaise with the senior leader responsible for Student</p>	<p>Social and emotional learning (EEF) Link Previous success utilising this approach</p>	4

Success and utilise support from external agencies as required.		
Implementation of targeted attendance procedures, including effective communication with parents/carers – led by the pastoral team and utilising support from external agencies as required.	Working together to improve school attendance (DfE) Link Working with parents to support children’s learning (EEF) Link Previous success utilising this approach	4
Provision of learning resources as identified to be necessary, e.g. texts, revision guides, and technology: <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). 	Previous success utilising this approach	6
Practical and financial assistance provided to support disadvantaged pupils’ access to extra-curricular opportunities.	Arts participation (EEF) Link Previous success utilising this approach	6
Provision of timely guidance relating to post-16 options (e.g. utilising Unifrog, careers meetings): <ul style="list-style-type: none"> • Support (including additional 1:1 careers meetings) to be prioritised for disadvantaged pupils, with levels of engagement to be monitored/reviewed. 	Careers guidance and access for education and training providers (DfE) Link Good Career Guidance: The Next 10 Years (Gatsby) Link	6

Total budgeted cost: £68,075

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 and 2022-24 cohorts reflected emerging gaps in learning as well as pastoral challenges caused by the COVID-19 pandemic and recent rises in the cost of living, reflected in Progress 8. Nevertheless, the mean Attainment 8 score for disadvantaged pupils rose from 46.4 to 48.7 in the Year 11 results for the 2022-24 cohort, and rose again to 49.9 for the 2023-25 cohort, closing the gap to the whole cohort average by 3 points compared to the difference two years prior; the mean Attainment 8 score for disadvantaged pupils also remains higher than the national average for state-funded schools in England.

Year 11 results for the 2023-25 cohort show a significant improvement in the percentage of disadvantaged pupils achieving strong passes in English and maths (51.5%) compared to the year before (40%) and to the national average (45.2%). 78.8% of disadvantaged pupils achieved a minimum of five standard passes including English and maths; this was marginally down from 2024 (80.8%) but still considerably up from 2023 (58.3%) when the current three-year strategy was introduced. Improved attendance figures, dated to the start of summer 2025 exams, can also be seen in the increased percentage for disadvantaged pupils (84.3% for the 2023-25 cohort, up from 81.5% the year before the current strategy was introduced), arising from the intensive work carried out by the pastoral team in supporting individual pupils. The strategies listed in this document are designed to consolidate and extend these positive trends.

Focus	Year 11 Cohort				
	2017-2019	2020-2022	2021-2023	2022-2024	2023-2025
Number of disadvantaged pupils	26	14	24	25	33
Number of students in whole cohort	179	160	161	177	184
Mean Progress 8: disadvantaged pupils	0.04	1.1	-0.29	-0.39	N/A
Mean Progress 8: whole cohort	0.19	0.62	0.25	0.09	N/A
Mean Progress 8: nationally (state-funded)	-0.03	-0.03	-0.03	-0.03	N/A
Mean Attainment 8: disadvantaged pupils	52.2	62.9	46.4	48.7	49.9
Mean Attainment 8: whole cohort	54	60.2	53.6	53.5	54.1
Mean Attainment 8: nationally (state-funded)	46.7	47.8	46.2	45.9	45.9
Mean Y11 attendance: disadvantaged pupils	84%	88%	81.5%	84%	84.3%
Mean Y11 attendance: whole cohort	87.9%	88.3%	89.5%	89.1%	90.4%
Pupils achieving five or more standard passes (Grade 4+) including English and maths:					
Disadvantaged pupils	74%	93%	58.3%	80.8%	78.8%
Whole cohort	80%	92%	79.5%	88%	87.5%
Pupils achieving standard passes (Grade 4+) in English and maths:					
Disadvantaged pupils	74%	93%	58.3%	84%	78.8%
Whole cohort	82%	92%	79.5%	88.1%	87.5%
Nationally (state-funded in England)	64.6%	68.8%	64.8%	65%	64.5%
Pupils achieving strong passes (Grade 5+) in English and maths:					
Disadvantaged pupils	50%	86%	29.2%	40%	51.5%
Whole cohort	58%	75%	59.6%	53.1%	60.9%
Nationally (state-funded schools in England)	43.2%	49.8%	45%	45.9%	45.2%

Further information

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

Subject Area	Strategies
Acting	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; borrowing of textbooks and revision guides; invitations to optional revision sessions; 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); strategic seating plans to place students in supportive partnerships and to aid teacher-student interaction during tasks.
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 after-school intervention, 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; calculators and revision resources provided as needs are identified.
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.