

# BOA Pupil premium strategy statement (secondary)

1. Summary information					
School	Birmingham Ormiston Academy				
Academic Year	2017/18	Total PP budget	£48,980	Date of most recent PP Review	14.12.17
Total number of pupils	Yr 10: 151 Yr11: 172	Number of pupils eligible for PP	27	Date for next internal review of this strategy	01.07.18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	0.0 (2017 results unvalidated)	0.12 (2016 NatAv)
Attainment 8 score average	51.6 (2017 results unvalidated)	52 (2016 NatAv)

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	In 2016/2017 a small number of disadvantaged learners did not make progress in line with their peers in English or Maths. Progress in maths was most notably disappointing as this was a negative value (-0.5) when compared to students nationally in the P8 calculation
B.	Some students eligible for pupil premium join us with poor literacy/numeracy skills, or having not made adequate progress at KS3
C.	Some students eligible for pupil premium may have limited access to computers/internet at home

#### External barriers (issues which also require action outside school, such as low attendance rates)

D.	Some students eligible for pupil premium will not have a home environment conducive to the completion of independent learning
E.	Some students eligible for pupil premium may have difficulty affording travel, as BOA is a regional academy and many travel from a significant distance

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Students eligible for pupil premium will be fully supported in achieving a positive progress 8 score and attain/make progress in line with their peers.	P8 > 0.0
B.	Students eligible for pupil premium will attend well and in line with their peers.	PP Attendance >95%
C.	Students eligible for pupil premium will excel in their chosen pathway specialism in-line with their peers	DD+ % = to peers (taking into account CI)
D.	Students eligible for pupil premium will leave BOA with the same levels of literacy, numeracy and digital literacy skill as their peers, making accelerated progress where required (specifically we wish to see an improvement in Mathematics GCSE results).	M&E Subject P8 score in line with peers

5. Planned expenditure					
Academic year	2017/2018				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,D	Some funding will contribute to the cost of employing additional support staff to support in and around E&M classes.	Students did not achieve in line with their peers last year in Maths. In addition baseline testing suggests a number of learners did not make expected progress at KS3 and need support to make accelerated progress.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Track data in English and maths at gradecards. HODs to observe sessions and provide feedback / support.	HODs E&M	Full review July 2018 Interim review at gradecard milestones (6 weekly).
A,D	CPD for additional support teachers and assistants in Maths and English – 121 and small group support strategies.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Engage with parents and pupils before intervention begins to address any concerns. HODs to observe sessions and provide feedback / support.	HODs E&M	Full review July 2018 Interim review at departmental review milestones (1 per academic term)
A, B	Some funding will help cover costs of extending the Academy counsellor contract of employment to ensure this person is available as often as possible	Feedback from students suggests that having access to a counsellor on site has been one of the most effective tools we have to assist them with dealing effectively with stressful and emotionally challenging circumstances. Often a significant number of students that experience these challenges outside school are eligible for PP. Extending this resource to ensure support is available as regularly as possible will be extremely valuable.	Extended hours and days to be paid for out of PP budget. HOH to track referrals.	DPI	Full review July 2018 Interim review at pastoral review milestones (1 per academic term)
A,B,C,D	CPD for Pastoral Leaders (heads of house), focussed on first response and pastoral support strategies for disadvantaged learners.	Heads of House will most often be the staff members that support disadvantaged learners in the first instance, responding to crisis and request. They need to be well trained, experienced and confident in dealing with a variety of issues. Training is essential in keeping this critical team up to date and effective.	CPD event(s) and any required cover to payed for from PP budget.	DPI	Full review July 2018 Interim review at pastoral review milestones (1 per academic term)
<b>Total budgeted cost</b>					<b>£40,000</b>
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C	Some funding will contribute to the Peripatetic music teachers for PP students and others who struggle with the costs.	PP students need to have equal opportunity to develop their technical instrumental and music theory skills, especially those on Music and Musical Theatre pathways. These qualifications are often required on entry by the best HE institutions.	Quality assurance of Peripatetic lessons on termly basis. HOD Music to actively ensure para lessons are offered to PP learners and report to Pastoral team on uptake.	DPI, TGR	Full review July 2018 Interim review at pastoral review milestones (1 per academic term) Interim review at departmental review milestones (1 per academic term)
A,C	Some funding will be used to enable students eligible for pupil premium to access trips, events visits and other enrichment and curriculum-focussed activities.	Attending some trips and events can have a major impact on attainment and success. For example Geography field trips are essential to completion of the course and visits to see art exhibitions and theatrical productions in person can give learners the insight required to score high grades in their pathway assignments. Ensuring all learners can access these opportunities is absolutely key.	All trips are planned in advance of the academic year. Pastoral team to ensure that costs budgeted for and that PP students are made aware that they can access these trips with our support.	DPI	Full review July 2018 Interim review at pastoral review milestones (1 per academic term)
A,B,D	Some funding will be used to purchase specialist and basic equipment for students eligible for pupil premium.	It is crucial that all learners have access to the tools they require to succeed in their studies. In specialist subjects and pathways these resources can be costly.	Students will apply for support direct to the Pastoral lead (DPI), however HOHs will also proactively interview students eligible for PP to ensure they are fully equipped and require no further support.	DPI	Full review July 2018 Interim review at pastoral review milestones (1 per academic term)
A,B,C,D	Under performing students will be assigned a mentor from the SLT or Pastoral leaders team to work on developing their skills in maths/English and a 121 basis.	121 holistic support and encouragement has been evidenced to make a big difference when students are consistently under performing at school.	Cover/staffing costs to free up mentors may be contributed to using the PP budget.	MPA/DPI	Full review July 2018 Interim review at gradecard milestones (6 weekly).
<b>Total budgeted cost</b>					<b>£7,000</b>

<b>i. Other approaches</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					<b>implementation?</b>
A,B,C,D	Some funding will contribute to updating the resources available in the Learning Resource Centre for students to use outside of class time to complete homework etc.	A number of PP students do not have access to reliable equipment or perhaps even a conducive learning environment at home. Therefore it is essential we provide a fully equipped environment at the academy where students can complete homework etc around their lessons.	PP students will be given priority on the school booking system.	DPI	Full review July 2018 IT services review March 18
<b>Total budgeted cost</b>					£1,000

6. Review of expenditure				
Previous Academic Year		1617 (Budget: £49,101)		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A,B,D	Additional teacher capacity in Maths and English – M&E	Progress and Attainment in English at Ks4 in 2016/2017 was well above national averages for all learners including PP. However the strategy alone did not appear to work as well in maths, with PP learners attaining well but making poor progress ( but in line with their peers).	Simply providing extra teachers/ support does not guarantee impact without adequate training and monitoring in place.	33,285
B,C	Peripatetic music teachers	All our students (including PP) benefitted from instrumental lessons and GCSE Music and Pathway Music Theory Unit results were stronger for all as a result.	This is a provision we must continue	2,000

B	Revision guides	Feedback from students suggests that having access to these resources in the run up to the exams made a big difference to them.	Ensuring the PP learners have equal access to all the resources their peers have is absolutely key and ethical.	500
<b>ii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A,B,C,D	Proportion of costs for following support mechanisms: -Attendance Officer -School Counsellor -Curriculum Support posts -Pastoral support posts	All students benefitted from this highly effective student support and pastoral care network.	Extending the hours of the school counsellor was particularly impactful and well received by PP learners.	19000