

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Brownhills Ormiston Academy	
Number of pupils in school	741 (correct on 16 <sup>th</sup> December 2024)
Proportion (%) of pupil premium eligible pupils	49.2% (correct on 16 <sup>th</sup> December 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published. Reviewed each year of the 3-year plan	By end of December 2024
Date of final review	December 2026
Statement authorised by	Mrs A Lloyd
Pupil premium leads	Mrs J Huskisson/ Mrs A Lloyd
Governor / Trustee lead	Mrs P Tomlinson

### Funding overview

Detail- Tracey to complete	Amount
Pupil premium funding allocation this academic year	£382,74
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£382,74

## Part A: Pupil premium strategy plan

### Statement of intent

Having reviewed the impact of our strategy over the past three years, we will continue with approaches which have had clear and tangible impact. These include

#### 1: Teaching & learning

Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Our aim is to ensure an effective teacher is in front of every class and that every teacher is supported to keep improving their practice.

#### 2 Pastoral support

Wider strategies relating to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support, to ensure all opportunities are open to all and the provision of specialist counselling, mentoring and psychological specialist support.

#### 3: Targeted academic support

We will consider how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.

#### Objective

We aim for every single one of our disadvantaged children to reach at least national expectations in all areas. As a minimum, we want this group to achieve above the level at which all non-disadvantaged pupils nationally achieve. We also want the attendance of our Pupil Premium funded children to exceed the attendance of all non-disadvantaged pupils nationally.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and levels of persistent absence</b>  Disadvantaged pupils attend school lower than non – disadvantaged pupils. As a result of this, disadvantaged pupils are missing key information that hinders their chances of fulfilling their potential and widening the gap between themselves and those deemed non disadvantaged nationally
2	<b>Access to resources</b>

	Research suggests that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.
3	Low rates reading, writing and oracy. Disadvantaged pupils arrive from Key Stage 2 with significantly lower than expected levels in terms of reading (and other core areas). There is numerous research that states that this will have a negative effect upon GCSE achievement
4	Not all our PP students have the same cultural and enrichment experiences as their peers.
5	PP students do not yet have high aspirations and a strong work ethic. We are committed to them being actively engaged in their learning
6	Students eligible for the Pupil Premium are more likely to be low attaining than other children. Pupils who fit these criteria statistically make an average of 22.7 months less progress than non-disadvantaged students, compared to 18.1 months for those who are not persistently disadvantaged
7	Behaviour incidences and exclusions data show higher percentage for those who are PP.

### 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
To narrow the gap between PP and non-PP for progress 8 and attainment 8. Including with a focus on high attainers	Progress 8: Target to be less than 0.2 difference with cohort  Attainment 8: Target to be within 2 points of cohort (2024 national average P8 for disadvantaged will be released in the Autumn)

	<p>Percentage of Grade 5+ in English and Maths: greater than 20%</p> <p>Percentage of Grade 4+ in English and Math target: greater than 40%</p>
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## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure timetabling of Year 11 carefully matches staffing with pupils needs.</p> <p>Creation of Ma/En groups during year 11 from time- period 0</p>	<p>Reducing class size appears to result in around three months' additional progress for pupils, on average. EEF</p>	<p>6</p>
<p>Teaching and learning CPD strategy planned. HOD leading on integration of this within schemes of learning with retrieval and recall integral to curriculum plans.</p> <p>Behaviour CPD to develop a positive school ethos/ improving discipline across the whole school which also aims to have Increased engagement in learning leading to increased incidents of positive referrals recorded for pupils on the school system</p> <p>Staff meetings, CPD sessions led by SLT members focus on attainment of Pupil Premium. HOY and HoD to report on progress of PP pupils to SLT and hold staff to account for PP progress</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF Guidance + 7</p> <p>In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. * EEF Guidance +8 (Feedback) + 7 (Metacognition)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. EDF</p>	<p>6, 8</p>

<p><b>Literacy Lead</b></p> <p>We have a designated lead for literacy and two other TLR holders with responsibility for disciplinary literacy and oracy. They will work collaboratively with the wider staff body to ensure that all pupils (priority given to disadvantaged students) develop essential literacy skills to be able to access the curriculum.</p>	<p>Evidence from EEF suggests at least a 6 month increase in literacy levels in schools which have a planned literacy strategy focussing on development of fluency, vocabulary and comprehension. Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a> 562 Lexonik Reading intervention</p> <p>Lexonik is an evidenced based reading programme</p>	<p>6,5</p>
<p><b>Quality first Teaching:</b></p> <p>Ensuring an effective teacher is in front of every class, (quality feedback, mastery teaching and learning.) and that every teacher is supported to keep improving forward with their professional development.</p> <p>SEN/LAC PP Strategy lead</p> <p>PP Strategy lead.</p> <p>Teaching &amp; Learning Strategy lead.</p>	<p>One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback. EDF</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p><i>Dfe For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</i></p>	<p>6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole school reading strategies</b></p> <p>Read Aloud is a tutorial programme in which students will experience for 1 hour per week of high-quality literature read expertly which is followed by discussions about vocabulary, writing techniques and themes in their class text. By introducing students to different authors and texts as part of a programme that promotes reading fluency, students develop the confidence, skill and knowledge to read for pleasure, more successfully. Students will engage with assisted tutorial activities and across the curriculum, hearing experts read fluently as they practise tracking texts and comprehension skills to answer questions about the text and, in turn, develop subject specific literacy skills.</p> <p>Furthermore, texts across the curriculum have been selected to engage students with literature that promotes subject specific literacy skills. Staff will receive CPD in explicit sentence instruction and explicit vocabulary instruction to develop disciplinary literacy. Texts such as 'Almighty Dollar' in Geography act as the foundations for content delivery whilst exposing students to high quality literature and developing a love of reading.</p> <p>We also strongly believe in the value of reading for pleasure. Reading rewards programmes, Sparx Reader, literacy enrichment and educational visits linked to reading encourage</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. EEF.</p> <p>Reading daily for 15 minutes will have a significant impact on student's ability to access the curriculum in all subjects. Following this programme ensures pupil motivation to read increases, building imagination and the ability to concentrate when being read to. The strategy will also empower learners to become more independent and take greater ownership of their learning both inside and outside of the classroom</p> <p>EEF recommend the importance of disciplinary literacy through their findings on improving literacy in secondary schools. The EEF assert that it is the combination of general and subject specific literacy skills that allows students to become better readers, writers and communicators.</p>	<p>3</p>

<p>students to read at home for at least 20 minutes every day.</p>		
<p><b>Purposeful Intervention</b></p> <p>Pupils with a Standard Age Score of between 69-84 will access Lexonik Leap intervention with trained TAs. Pupils with a Standard Age Score of 85-114 will access Lexonik Advance training with trained TAs or the Literacy Lead. This will target our bottom 20% of readers, of which 66% are pupil premium students. Reading profiles have been developed using NGRT data to provide staff with detailed insights into the specific reading abilities of every child in the academy.</p>	<p>There is evidence that suggests that Lexonik Advance allows students to make 27 months reading age progress can be made across a 6-week programme.</p> <p>Lexonik Leap provides excellent support for those who struggle with basic literacy, particularly older students.</p> <p>EEF recommends tiered support that builds in intensity in line with needs, assessed using systems such as NGRT to identify these students.</p>	<p>3</p>
<p><b>Reading Mentoring</b></p> <p>Literacy ambassadors from KS4 are partnered with students who have been identified as lacking in confidence with reading in KS3 to work together on a reading mentoring programme. KS4 students receive training on how they can support reading fluency and comprehension, by tracking the text with their finger for the student to follow and asking them questions about reading and listen to them read for 20 minutes every week.</p>	<p>The EEF found a positive impact from programmes that involve students reading aloud to others.</p> <p>This is a more cost-effective version that also encourages student leadership, which, in turn, improves their literacy skills and develops the culture of reading through relatable role models.</p>	<p>3</p>
<p><b>Oracy Curriculum</b></p> <p>Oracy is used across the school to develop academic talk across the curriculum. The focus will be on using structured talk in lessons to drive thought, improve public speaking, debate and as a framework for writing. The profile of oracy in lessons and across the academy will be developed to support social mobility and teach key communication skills for our students.</p>	<p>EEF assert that oral intervention strategies can have up to 7 months additional progress on writing and reading when applied consistently and correctly over time.</p>	



<p><b>Literacy Beyond the Curriculum</b></p> <p>Literacy enrichment programme to include creative writing competitions, poetry workshops, a debating society, monologue showcases, poetry recitals and a house arts festival. Literacy Ambassadors and Oracy Champions will be appointed to run events in the academy to promote student leadership of literacy, raise the profile for the subject and create relatable role models for students.</p>	<p>The EEF asserts that Literacy Enrichment Programmes, typically offer an additional month's progress on average.</p>	<p>3, 6 &amp; 7</p>
<p><b>Targeted interventions for PP pupils.</b></p> <p>Pastoral Support Leaders, Heads of Year, the Attendance Officer and the Inclusion Manager are to support with attendance mentoring, social, academic, behavioural and emotional learning.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these interventions.</p> <p>Teachers and teaching assistants providing pupils with modelling/scaffolding/appropriate steps to achieve them. Gaps are identified and targeted interventions teach to gaps.</p> <p>Year 11 targeted intervention:</p> <ul style="list-style-type: none"> <li>♣ Lunch time and after school revision</li> <li>♣ Holiday revision school</li> <li>♣ Home learning resources</li> <li>♣ KS4 assemblies (retrieval, revision, results) this will be supported with external workshops (e.g. Elevate)</li> <li>♣ Prepare to preform evenings</li> <li>♣ University trips</li> <li>♣ Small group tuition</li> </ul> <p>In addition, we run a holiday and Saturday school for Year 11 pupils in the lead up to their examinations, to ensure that pupil achievement can be</p>	<p>Evidence shows that small group tuition is effective (+5mths) EDF,</p> <p>The evidence on within-class attainment grouping indicates that it is likely to provide an average benefit of three months' additional progress. Within-class attainment grouping may also have an impact on wider outcomes such as confidence.</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. Individualised instruction has a positive effect on learners of plus 3 months. EDF</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EDF</p> <p>Research by 200 students 10 the EEF states that learners from disadvantaged backgrounds are less likely to have a suitable place to study at home, less</p>	<p>6,5</p>

<p>maximised and disadvantaged students have the opportunities to receive additional support.</p> <p>Year 11 learners will also benefit from an additional period of 6 run by subject staff .</p>	<p>likely to have IT and internet accessibility or resources to help facilitate study</p>	
<p>Class charts A homework setting, and referral system will help identify disadvantaged learners in danger of falling behind. Head of Year will use this to put in timely intervention which will not count as a sanction.</p>	<p>This sits in line with evidence and research conducted by EEF which suggests that homework should not be used as a punishment or penalty for poor performance. The strategy will allow learners, especially from disadvantaged backgrounds, to embed routines and independent time management which will help them to succeed. Further research by EEF suggests improving the level of independence for disadvantaged learners builds their self-efficacy and self-worth building more aspirational learner</p>	

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Ensure that the behaviour of all pupils does not impact upon pupil achievement</p> <p>Having a large pastoral team enables many pupils and their needs to be met and low-level disruption addressed swiftly to ensure minimal disruption. Where continuing difficulties occur, the pastoral staff refer to the 'Inclusion Forum' where a team of specialists meet and discuss a bespoke strategy for individual pupils.</p>	<p>We use numerous behavioural interventions which the EEF suggests can add +4 months to pupils 'progress</p>	

<p>PP pupils are met and advised on <b>careers</b> goals and educational courses required to attain their ambitions.</p> <p>PP to be exposed to universities 8-11 and world of work 7- 11.</p>	<p>Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. EDF</p>	<p>5</p>
<p><b>Extracurricular provision:</b></p> <p>Pupils to be exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum</p> <p>Ongoing experiences within and beyond the curriculum to help support and engage the children (subject to government guidelines)</p> <p>Long term planning with broad, balanced, curriculum; Breakfast club provision (subject to government guidelines)</p> <p>Reduced fee for clubs and trips</p> <p><b>Peripatetic music lessons for PP pupils.</b> Arts participation is supported for all PP pupils: prompted through a letter and text message to engage with the opportunity. Through parents. FSM receive free tuition. Support is also given with free/cheap musical instruments</p>	<p>Outdoor adventure access +4 mths. Access to the Arts +2 mths.</p> <p>Research shows it gives students time for informal interaction and relationship development access to a broader peer group reduces social limitations. The Advantages and Disadvantages of Breakfast Clubs According to Parents, Children, and School Staff in the Northeast of England, UK (nih.gov)</p>	<p>6, 7</p>
<p><b>School Counselling Services</b> to support mental and physical well-being and social behaviours of PP pupils</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>1</p>

<p>Rigorous intervention and support to increase <b>attendance</b> rates for pupils eligible for PP.</p> <p>School office to monitor pupils and follow up quickly on absences. First day response provision. Close monitoring of attendance by EWO.</p> <p>Parents to be invited to attendance meetings and given a target if they fall below the acceptable % attendance.</p> <p>Heads of Year / PSLs Assigned to monitor the attendance and punctuality and behaviour of pupils in their house and strategise on interventions to improve this</p> <p>Academy wide Attendance matters assemblies with clear link between attendance, attainment and careers.</p> <p>Attendance awareness week (£25 voucher for students with 100% attendance in each year group for last week of term)</p>	<p>Parental engagement +3 mths. EDF</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. +3 mts EDF</p>	<p>1</p>
<p>Parental engagement will be developed to enhance pupil support at home. This will include educating parents on objectives for specific year groups and individuals and how they can support at home. This will include</p> <ul style="list-style-type: none"> <li>• Regular communication via text and Class Charts</li> </ul> <p style="text-align: center;">♣          General approaches</p> <p>which encourage parents to support their children with, for example reading or homework.</p>	<p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills developments. +2 mths. EDF</p> <p>A trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost + 2 mths. EDF</p>	<p>1,2,3</p>
<p>Support for financial hardship</p> <p>Financial difficulties in purchasing the necessary equipment for school, whether this be uniform, resources, PE kit, etc. We ensure that this should not be a barrier to any child and have a heavily stocked uniform store to support pupils who need uniform/equipment or require short terms loans.</p>	<p>There is some evidence that free school uniforms improve attendance in areas of very high poverty. EDF</p>	<p>4</p>

<p><b>Transport costs</b> such as bus passes/taxis/train tickets to support transport of PP pupils where appropriate. Could include support for parents to ensure parental meetings/parent's evenings are attended in specific cases</p> <p>The school subsidises for families the costs of the school coaches and over 300 students are reliant on this service.</p>		1,2
<p><b>Pastoral Care and Support</b></p>	<p>Due to the high deprivation levels within the local community, pastoral support is imperative in ensuring that we can meet the extensive needs of the community Pastoral leads(HOY) will work with families and individuals to help embed routines such as attendance, punctuality and being organisation with factors such as uniform and meeting deadlines through weekly homework clubs. Pastoral leaders will ensure all learners from disadvantaged backgrounds do not miss out opportunities which build character and aspiration by coordinating CORE days designed to enrich learning and deliver cultural capital</p>	
<p><b>Access to digital technology:</b> loan of laptops to support learning outside the classroom.</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. EDF</p>	2
<p><b>Celebrating success</b></p>	<p>Positive recognition is an excellent way to motivate progression and good behaviour in students. When you're only receiving negative feedback, it becomes a bit difficult to put in the extra mile in the classroom. That's why having a reward system, can improve the quality of classroom experiences.</p>	5



## Part B: Review of outcomes in the previous academic year

This table details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Intended outcome	Outcomes achieved
To narrow the gap between PP and non-PP for progress 8 and attainment 8. Including with a focus on high attainers	<b>2024 Published Examination Results</b>  Progress 8: -0.89 (all pupils -0.46) Gap is 0.43 (target = 0.2)  Attainment 8: 38.7 (all pupils 40.6) Gap is 1.9 (target = 2)  Percentage of Grade 5+ in English and maths: 11.9% (all pupils 26.2%)  Percentage of Grade 4+ in English and maths: 32.2% (all pupils 47.7%)

Challenge number	Detail of challenge
1	Attendance and levels of persistent absence
2	Access to technology and educational materials.
3	Low rates reading, writing and oracy.
4	Not all our PP students have the same cultural and enrichment experiences as their peers.
5	PP students do not yet have high aspirations and a strong work ethic. We are committed to them being actively engaged in their learning
6	Students eligible for the Pupil Premium are more likely to be low attaining than other children.
7	Behaviour incidences and exclusions data show higher percentage for those who are PP.

Challenge and impact
Attendance and levels of persistent absence

The national average (NA) for secondary schools for the academic year 23-24 is 90.9% and 27.7%. Attendance for Walsall Local Authority is 89.8% and persistent absence 30.4%. Academy attendance and persistent absence for the academic year 23-24 (without Year 11 for HT 6) is 89.2% (-1.5% Vs NA) and 28.2% (0.5% Vs NA). Disadvantage students' attendance is lowest cohort at 85.1%. This is broadly in line with the national average for pupil student attendance at 85.4%.

Further work needs to be done with both learners and families to ensure disadvantaged learners attend school in line with their non-disadvantaged peers so that attendance mirrors national data

Challenge and impact
Access to technology and educational materials

PP students had loan of laptops during the academic year 22-23 where provision was not available at home

Challenge and impact
Low rates reading, writing and oracy.

2023-24



All learners took part in reading tests at the start and at the end of the academic year using the NGRT Reading programme.

Average standard age scores from Year 7 to 11 improved from 98.32 to 101.4.

Average standard age score progress for students with SEND was 2 points higher than the academy average, supporting these students to close the gap with non-SEND students in reading. Students who accessed Lexonik Advance intervention made an average of 34 months progress in their reading ages in 6 weeks. This equates to an improvement of 24 standard age score points. Although progress was made by the majority of the learners to improve their reading age, there is still work to be done to ensure all learners make accelerated progress and are in line with their chronological reading age in all year groups.

Challenge and impact
Not all our PP students have the same cultural and enrichment experiences as their peers.

### Jan 2024

#### Parental survey

84.9% agree/ strongly agree that the school encourage students to take part in enrichment.

PP students attended 5988 enrichment sessions last academic year Spring term data the school was the second highest in the Trust for participation rates for enrichment.

	PP attending enrichment 2023-24
Year 7	100%
Year 8	99%
Year 9	97%
Year 10	97%
Year 11	85%
Total	96%

Across all elements of enrichment our aim is for the PP attendance to be proportional to the whole school PP figure. This includes Clubs, trips and wider curriculum opportunities.

#### Examples of PP enrichment

**Clubs:** Over 20 clubs per week were on offer each term during 2023 24. These are a selection:

- ♣ Water Polo
- ♣ Breakfast club
- ♣ Handball
- ♣ Bench ball
- ♣ Dodge ball
- ♣ Cheerleading
- ♣ Chess

- ♣ Eco Club
- ♣ Dungeons and Dragons
- ♣ Library
- ♣ LGBTQ+
- ♣ Art Space
- ♣ Fustal
- ♣ Rugby
- ♣ Netball
- ♣ Rounders

**Trips**

- ♣ Cadbury World
- ♣ National Theatre
- ♣ Warner Brothers Studios
- ♣ Geography field trip
- ♣ Animal care farm visit
- ♣ Disney Land Paris

**Wider Opportunities**

- ♣ Anne Franck exhibition
- ♣ Knife crime workshop
- ♣ Anti-racism workshop
- ♣ Commonwealth games workshop
- ♣ Road safety workshop
- ♣ European Day of Languages
- ♣ World book day activities

**Performing Arts Opportunities**

- ♣ Fully funded peripatetic lessons
- ♣ School show – Matilda
- ♣ Choir
- ♣ School band
- ♣ Up and comers concert
- ♣ Christmas concert

Challenge and impact
PP students do not yet have high aspirations and a strong work ethic. We are committed to them being actively engaged in their learning

2023-24

- ♣ 100% of PP students in Year 11 received at least 1 careers interview
- ♣ 100% of PP students who completed Year 11 left with an offer of a Post-16 course
- ♣ 100% of PP students took part in work experience during Year 10 either in-person or virtual. 46.5% of the participants of Y10 in-person work experience were PP students.

♣ 100% of PP students had opportunity to attend the in-school careers fair from Y9 – Y11.

**Workshops to support high aspirations:**

- ♣ Y8 Aspire to HE 8-week programme
- ♣ Y10 Aspire HE Laboratory Skills workshop
- ♣ Y11 Aspire HE Maths coaching February half term
- ♣ Y11 Aspire HE Higher Maths University 6-week tutor sessions
- ♣ Ann Franck exhibition leadership training
- ♣ Medical Mavericks
- ♣ Y9 Dell workshop
- ♣ Aston Villa workshop

Challenge and impact
Students eligible for the Pupil Premium are more likely to be low attaining than other children.

At KS4 Attainment 8 (2022 6.2; 2023 2.8; 2024 1.9) gaps have closed from 2022 to 2024 under the current Senior Leadership Team. The proportion of PP students achieving a grade 4 pass in both English and Maths has also increased by 8% from 2023 to 2024 which is slightly higher than the increase in non-PP students.

Raising the proportion of PP students gaining Basics Measures continues to be a high priority for the academy.

New data tracking systems across the academy using both internal assessment and external assessment (GL Maths, English, Science tests; PASS tests, CAT4 tests) have been designed to identify any merging gaps from Year 7 through to Year 11. This is leading to more rapid, earlier, data-driven intervention across the academy. These have been developed in-house and shared with other settings as examples of good practice.

Challenge and impact
Behaviour incidences and exclusions data show higher percentage for those who are PP.

The suspension rate for the academic year 23-24 is 22.5%. This is 172 suspensions and has shown an increase of 12.5% when compared to the previous academic year. Nationally, suspensions figures have also shown an increase of 8.4% for 22/23. 23-24 data was not published by the DFE at the time of this report.

Disadvantaged students account for 66% of the overall suspension rate at BOA which reflects a national picture of disadvantaged students being four times more likely to be suspended. The suspension rate of disadvantaged students at BOA is 32%.

The permanent exclusion rate at BOA in 23/24 is 0.5%, which accounts for four students. Three out of the four students that were permanently excluded in 2023-24 were PP. This is one less than in 22/23.

### **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*

<b>Programme</b>	<b>Provider</b>
Not applicable	