

# Pupil premium strategy statement for Brownhills Ormiston Academy

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	784 (04.12.25)
Proportion (%) of pupil premium eligible pupils	49.7% (04.12.25)
Academic years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	19.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Mr R T Doodson
Pupil premium lead	Mrs J Huskisson
Governor / Trustee lead	Mrs A Baptiste

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£409 939
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£409 939

# Part A: Pupil premium strategy plan

## Statement of intent

Brownhills Ormiston Academy serves a community with significant socio-economic challenge. Disadvantaged pupils represent around 50% of our school population; narrowing the gap between PP and non-PP pupils is not a peripheral initiative but a core strategic priority.

Our mission is to ensure that:

- Every disadvantaged pupil reaches at least national expectations
- The PP attainment and progress gap closes each year across KS3 and KS4
- PP pupils attend at or above national attendance levels
- Barriers linked to poverty, access to resources, cultural capital or wellbeing are systematically addressed
- PP pupils experience a rich, broad curriculum and equal access to enrichment
- Staff know the needs of their PP pupils and adapt their practice to meet them
- This is a whole-school responsibility. Every member of staff plays a role.

Our strategic principles are:

1. High quality teaching is the single most powerful lever
2. Relentless focus on literacy
3. Early identification and early intervention
4. Attendance is everyone's business
5. Culture, aspiration and opportunity matter
6. Behaviour, wellbeing and SEMH support are foundational
7. Equity for all

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> Attendance is a barrier to learning for some of the students at BOA. Attendance of our disadvantaged students is below the average for all students nationally and is below the attendance of the non-disadvantaged students at school. Levels of persistent absence for disadvantaged students are higher than our non-disadvantaged students.
2	<b>Low rates of reading, writing and oracy:</b> The National Literacy Trust rank Walsall as 16 <sup>th</sup> out of 533 for the greatest literacy need in England. Standardised assessments show a gap in reading scores between disadvantaged and non-disadvantaged students across all year groups.
3	<b>Under performance and low aspirations:</b> The Year 11 outcomes for our disadvantaged students are below that of our non-disadvantaged students

	and below national average. 5.5% of the Walsall population are unemployed and actively seeking work, which is higher than the national average of 3.3% (ONS). 28.4% of Walsall population have qualifications at level 4 or above compared to a national average of 47.2%. (NOMIS)
4	<b>Behaviour:</b> The behaviour of some of our disadvantaged students is a significant barrier to learning. Pupil premium students represent a larger proportion of students who are suspended repeatedly compared to our non-disadvantaged students. There is a larger number of negative referrals for our pupil premium students than our non-disadvantaged students.
5	<b>Mental health and wellbeing:</b> 1 in 4 adults in Walsall suffer from a mental health condition. At school, mental health referrals of both students and parents/carers are the most common safeguarding referral. We have many children currently, recently or historically known to social care; 77% of our young carers are also disadvantaged. Walsall Children's Services list child and adult self-neglect as one of their priority areas. These significant challenges around student home life can manifest in many ways including in student confidence, self-esteem and wellbeing.
6	<b>Community engagement:</b> Parental engagement with school of our disadvantaged students compared to our non-disadvantaged students is significantly different, for example attendance at parents' evening can have a difference of up to 31%.
7	<b>Overcoming deprivation and community issues.</b> Students at BOA are from a large catchment area covering the wider Walsall area. Walsall is one of the most socially deprived areas of the West Midlands, ranking 3rd for the Indices of Multiple Deprivation (IMD). In terms of health-related indicators, Walsall takes the 4th position. Some students live in areas within Walsall that are in the top 10% deprived areas in England. The crime rate in the greater Walsall area is 21% higher than national average.  Deprivation can present barriers to learning for many of our students, including, but not limited to, access to resources, access to quiet spaces to work, access to breakfast, access to cultural capital activities such as museum visits.

## 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
Quality first teaching in all classrooms.	<ul style="list-style-type: none"> <li>Quality assurance will demonstrate that staff are consistently following the BOA typical lesson and using agreed approaches to teaching and learning.</li> <li>Adaptive teaching will be evident in all lessons.</li> <li>Impact of CPD will be evident in classrooms and evidenced through quality assurance.</li> <li>KS4 outcomes will continue to improve in relation to national averages.</li> <li>Improved metacognitive skills displayed by all pupils.</li> </ul>

<p>Targeted academic support and intervention to improve outcomes and narrow the gap for PP and NPP students for KS4 outcomes.</p>	<ul style="list-style-type: none"> <li>• Gaps between PP and NPP will continue to narrow across Basics 94, Basics 95, attainment 8, and when relevant P8.</li> <li>• Additional academic support will result in reduced gaps in learning and improved outcomes,</li> <li>• Additional academic support for reading will result in improvements in reading age.</li> <li>• Progress outcomes at KS3 will continue to improve in line with national averages from GL assessments.</li> <li>• KS4 outcomes will continue to improve in relation to national averages.</li> <li>• Lesson 6 attendance will continue to improve.</li> </ul>
<p>Attendance levels will be higher than national average and reduced levels of persistent absence, a narrowing of the gap between PP and NPP students.</p>	<ul style="list-style-type: none"> <li>• Year on year improvement in overall attendance.</li> <li>• Year on year reduction in persistent absence.</li> <li>• KS4 outcomes will continue to improve in relation to national averages.</li> </ul>
<p>Disadvantaged students to access the full enrichment offer including clubs, trip, super-curricular activities and leadership opportunities.</p>	<ul style="list-style-type: none"> <li>• All extra-curricular data will be tracked on Evolve.</li> <li>• Disadvantaged pupil attendance to enrichment clubs will increase to be in line with NPP students.</li> <li>• Disadvantaged pupil participation on trips will be in line with NPP students.</li> <li>• Disadvantaged pupil participation will be in line with NPP students in super-curricular activities.</li> <li>• Disadvantaged pupil participation will be in line with NPP students in student leadership positions.</li> </ul>
<p>Students needing additional behavioural support are identified and receive the support required.</p>	<ul style="list-style-type: none"> <li>• Ratio of positive to negative behaviours will be increased.</li> <li>• Learning routines embedded across the academy.</li> <li>• Learning behaviours of students tracked and ranked, and shared with students to drive improvements in home learning completion, punctuality and attitude to learning.</li> <li>• Reduced number of removals from lessons.</li> </ul>
<p>Students needing additional pastoral support are identified and receive the support required.</p>	<ul style="list-style-type: none"> <li>• Reduction in repeat referrals to counselling</li> <li>• Pass data and student voice will demonstrate increased self-confidence and satisfaction with school.</li> <li>• Sandwell Charter Mark for Wellbeing maintained</li> <li>• Attendance improves</li> <li>• Behaviour improves</li> </ul>
<p>A greater percentage of students will progress to level 3 course at post-16.</p>	<ul style="list-style-type: none"> <li>• Pass data will show positive feelings towards school and learning</li> <li>• Internal tracking of careers data will show a higher proportion of students studying level 3 courses</li> <li>• Destination data will show a wider range of destinations including 6<sup>th</sup> form college.</li> <li>• 0% NEETs</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 41 906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teaching staff	<p>The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils.</p> <p>See evidence:</p> <p>Education Endowment Foundation's Guide to Pupil Premium (<a href="#">The EEF Guide to the Pupil Premium   EEF</a>)</p> <p>Education Endowment Foundation's guide to supporting school planning: A tiered approach (<a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF</a>)</p> <p>Education Endowment Foundation's Effective Professional Development guidance (<a href="#">Effective Professional Development   EEF</a>)</p> <p>Evidence Based Education Teaching &amp; Learning Toolkit (<a href="#">5ee9f507021911ae35ac6c4d EBE GTT EVIDENCE REVIEW DIGITAL.pdf</a>)</p>	1, 2, 3
Development and implementation of the literacy strategy	<p>Being confident in the use of disciplinary literacy is key for students to develop key and complex ideas with the subjects they are learning. Developing the oracy skills of students improves understanding and outcomes of students, particularly disadvantaged students. <a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	1, 2, 3
Professional development of support staff including Lexonic	<p>Recommendation 3 from the EEF Deployments of Teaching Assistants guidance 2025 is to deliver well chosen, effective intervention strategies. <a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	1, 2, 3
Mentoring and coaching of all staff, including new colleagues and ECTs via Steplab.	<p>Education Endowment Foundation's Cognitive Science Approaches in the Classroom (<a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a>)</p> <p>Education Endowment Foundation's Effective Professional Development guidance (<a href="#">Effective Professional Development   EEF</a>)</p>	1, 2, 3

	Evidence Based Education Teaching & Learning Toolkit ( <a href="#">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf</a> )	
Recruitment and retention; career progression; cover staff appointment to ensure consistency of provision	High quality teaching is the most important lever to improve student outcomes (EEF) We provide consistent staff for students where staff know the students, the school routines and expectations, and receive CPD from school. Staff are encouraged to complete professional qualifications (NPQs) (EEF Evidence and practice reviews 20224)	1,2,3
TA support	Recommendation 1 & 3 from the EEF Deployments of Teaching Assistants guidance 2025 is to deploy teaching assistants to support high quality teaching and to deliver well chosen, effective intervention strategies.	1, 2,3
Providing materials for home study and revision	All students taking examination subjects are provided with revision supplies such as flash cards, and revision materials such as past examination papers.	2, 3

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

Budgeted cost: £62 445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Literacy strategy</b> Reading pathways for every child Intervention for identified students. Text rich curriculum and focus on disciplinary reading within subjects Culture of reading through school and external libraries and super-curricular work.	Improving Literacy in Secondary Schools EEF	2,3
Extended school time: Lesson 6 session for year 10 and year 11. Holiday revision sessions for year 11. Home learning club daily until 4pm. SEN home learning club	The average impact of extending the school day is +3 months progress over the course of a year.	1,2,3,5,7

<p>Academic mentoring. Year 11 students to have academic mentors to support their work towards their GCSE examinations. Year 7 – year 10 identified students to have academic mentoring from staff to ensure students are keeping up not catching up.</p>	<p>Mentoring in education can have 2+ months of additional progress based on EEF findings.</p>	<p>3,5,7</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £305 589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support</p> <ul style="list-style-type: none"> <li>○ EWO</li> <li>○ Attendance officer</li> <li>○ Shepwell</li> <li>○ Attendance mentoring</li> <li>○ EBSA</li> <li>○ Attendance rewards</li> <li>○ Curriculum rewards</li> <li>○ PSLs</li> </ul>	<p>Behaviour interventions aim to improve outcomes by reducing poor behaviour during lessons. Targeted behaviour interventions can result in 4+ months progress.</p> <p>SEMH interventions have an impact on students' relationships within school and can give a 4 month + additional progress.</p>	<p>1,4,5,7</p>
<p>Behaviour support</p> <ul style="list-style-type: none"> <li>○ Behaviour mentoring</li> <li>○ Behaviour reports</li> <li>○ PSLs</li> <li>○ Senior staff capacity</li> </ul>		
<p>Mental Health and wellbeing support</p> <ul style="list-style-type: none"> <li>○ Strengthening minds</li> <li>○ ARC</li> <li>○ Well-being crew</li> <li>○ School counsellor (WPH)</li> <li>○ ELSA</li> <li>○ Talk and Draw</li> <li>○ PSLs</li> </ul>		

Extra-curricular offer including free music lessons	It is widely recognised that disadvantaged pupils have less access to opportunities that can enrich their lives and broaden horizons. At BOA we aim for no child to be disadvantaged when it comes to enrichment and cultural capital.	1,2,3,4,5,6,7
Parental engagement <ul style="list-style-type: none"> <li>○ Leading parent partnership award</li> <li>○ Social media</li> <li>○ Class Charts</li> <li>○ Rewards</li> </ul>	EEF toolkit says that parental engagement is consistently associated with pupils' success at school. There is an average 3-month improvement in progress with increased parental engagement.	6,7
Breakfast club	Strong start to school, breakfast club social engagement and interaction, exam breakfasts.	1,5,6,7
Emergency fund	Based on our experience and of similar schools to ours we have identified that we need to set aside a small fund to responsive to needs that have not yet been identified.	1,2,3,4,5,6,7
Careers support Careers lead L6 and independent careers advisor. Development of a weekly careers program across all year groups. Working to raise aspirations of students, working in conjunction with local universities. Unifrog, our online careers platform	EEF toolkit says aspiration programmes will raise attainment when used in conjunction with academic support.	3,5,7

**Total budgeted cost: £ 409 939**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The impact our pupil premium strategy had on disadvantaged pupils for 2024/25 is as follows:

The aims of our pupil premium strategy have been achieved.

#### Achievement

- PP student headline measures have increased more than the cohort overall, therefore PP students have seen a greater increase than non PP students.

	2023 to 2024	2024 to 2025	Difference
Basics 95	26.2%	34.1%	+ 7.9%
	PP 11.3%	PP 24.2%	PP + 13.9%
	Non PP 36.8%	Non PP 45.6%	Non PP + 8.8%
Basic 94	46.9%	54.5%	+ 7.6%
	PP 30.6%	PP 42.4%	PP + 11.8%
	Non PP 60.3%	Non PP 68.4%	Non PP + 8.1%
Attainment 8	36.13	37.09	+ 0.96
	PP 29.7	PP 32.6	PP + 2.9
	Non PP 41.9	Non PP 42.3	Non PP + 0.4

Note: 5 out of 12 students achieving grades 7 to 9 in Maths were PP.

#### Attendance

- In 2024/25 pupil premium attendance increased by 2.1%.
- Persistent absence has reduced year on year by 3.3%

#### Literacy

- Average standard age reading score for PP students improved by 0.56, this an increase of +0.36 compared to NPP students. Students completing the Lexonic advance made 38 months progress in 6 weeks, this is the same as 23 standard age score points.

#### Enrichment

- A wider range of activities were calendared for students to participate in, this included opportunities to visit Birmingham Symphony Orchestra, Birmingham Police Museum, visits to a mosque, Gurdwara and churches, and multiple trips to local theatres and a residential trip in the UK and an overseas residential and a trip to the houses of parliament.