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
School name	Oldbury Academy
Number of pupils in school	1370
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Stuart Cresswell
Pupil premium lead	Patrick Dryburgh
Governor / Trustee lead	Mark White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£695,505
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£695,505

Part A: Pupil premium strategy plan

Statement of intent

Approximately half of the students at Oldbury Academy are identified as being pupil premium, there are some large scale interventions and principles outlined below. At Oldbury Academy our main aim is to ensure we have strong teaching in all of our classrooms. We believe good teaching is the most important lever we have to improve outcomes for disadvantaged pupils.

At Oldbury Academy we use the EEF tiered approach to our pupil premium spend.

The EEF guidance suggests a 3-tiered* approach:

1 Teaching

At Oldbury Academy we are always looking to develop our teaching staff and we have a professional development programme which is followed by all of our staff. Continuing to develop our staff ensures we have an effective teacher is in front of every class, and that every teacher is supported to keep improving, this is the key ingredient of a successful school and is our top priority for our pupil premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering 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. At Oldbury Academy we use various targeted academic support to ensure those students who fall behind are intervened with at our earliest opportunity. At Oldbury Academy we also believe the use of homework can take the form of an intervention. The setting of homework is vital in developing independence and ensuring all pupils consolidate the learning which takes place in the classroom.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. At Oldbury Academy we want all of our pupils to be in school and we use our pupil premium spend to support us in ensuring our attendance can be as high as possible. We believe for a pupil to achieve their full potential they can only do this through attending school. We also believe that each pupil in the school should have the opportunity to learn in each of their classrooms and again we use our pupil premium spend to ensure the climate throughout the academy is one where all pupils can learn.

Finally, within our wider strategies we also ensure all of our pupils have the opportunity to attend extra-curricular and cultural capital opportunities. Our pupil premium spend is

used to financially support any pupil who for financial reason may not be able to access these opportunities. This ensures no pupil misses out due to their personal financial position whilst a pupil at the school.

Headline Figures

	21-22	**22-23**	**23-24**	**24-25**
Progress 8 Average score	-0.64	-0.41	-0.38	
Attainment 8 score average	36.65	33.89	36.77	
% achieving 4-9 in English and Maths	49.2%	35.9%	50.3%	
% achieving Ebacc	15.4%	12.5%	22.5%	

	21-22	**22-23**	**23-24**	**24-25**
4-9% including English & Maths	49.2%	35.9%	50.3%	
4-9 English	64.6%	43.0%	64.9%	
4-9 Maths	54.6%	43.8%	54.3%	
5-9% including English & Maths	26.9%	21.9%	30.5%	
5-9 English	44.6%	31.3%	51.0%	
5-9 Maths	32.3%	25.0%	35.1%	
7-9% including English & Maths	3.8%	7%	4%	
7-9 English	10.8%	10.2%	11.9%	
7-9 Maths	10%	10.9%	5.3%	

Pupil Premium Attainment by Subject

2022/23

Name	9 - 7 %	9 - 5 %	9 - 4 %
Science Combined	5	15.3	30.6
Art	13.9	44.4	52.8
Biology	42.9	57.1	71.4
Chemistry	45.5	72.7	81.8
Computer Sci	16.7	33.3	83.3
English Lang	8.2	26.2	38.5
English Lit	8.3	28.9	41.3
Geography	0	13.3	16.7
German	2.2	17.8	40
History	7.7	20.5	29.5
Maths	11.1	25.4	44.4
Physics	27.3	63.6	72.7
Religious Studies	5.9	23.5	41.2

Name	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
Catering WJEC Award	0	13.6	59.1
Music BTEC	54.5	90.9	100
Sport BTEC	15.4	74.4	87.2

Name	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
Child Dev BTEC Tech	0	12.5	75
Dance BTEC Tech	20	40	80
Drama BTEC Tech	0	12.5	87.5
Enterprise BTEC Tech	19	42.9	73.8
H&SC BTEC Tech	10.3	24.1	51.7
ICT BTEC Tech	8.3	12.5	45.8
iMedia Cam N	10	46.7	73.3

2023/24

Name	9 - 7 %	9 - 5 %	9 - 4 %
Science Combined GCSE	1.3	18.4	43.6
Art GCSE	24	32	40
Biology GCSE	32	76	92
Chermistry GCSE	47.8	87	95.7
Computer Sci GCSE	12.5	37.5	62.5
English Lang GCSE	4.8	42.8	56.6
English Lit GCSE	11.2	46.2	65
Geography GCSE	5.4	13.5	27
German GCSE	1.5	29.2	61.5
History GCSE	19.2	39.4	49.5
Mathematics GCSE	5.6	36.8	56.9
Physics GCSE	30.4	78.3	95.7

Religious Ed GCSE	12	36	52
Statistics	9.1	90.9	100

Name	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
Child Dev Cam Nat	6.9	31	62.1
Dance BTEC Tech	9.1	54.5	54.5
Enterprise BTEC Tech	14.8	36.1	49.2
H&SC BTEC Tech	35.5	54.8	61.3
ICT BTEC Tech	8.3	37.5	75
iMedia Cam N	0	17.4	39.1
Music BTEC Tech	0	0	0
Sport BTEC Tech	2.7	21.6	56.8

Name	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
Catering WJEC	5.3	26.3	26.3

2024/25

5

Challenges

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

Challenge number	Detail of challenge
1	To improve the attendance of disadvantaged pupils which impacts positively upon outcome information.
2	To improve the outcomes of all students by ensuring the delivery of high quality teaching and learning.
3	Reduction in the number of pupil premium pupils who are excluded from school.
4	Reduction in the number of pupil premium pupils who are placed in the curriculum support centre.
5	Improve parental engagement at parent's evenings.
6	Our pupils join us with reading and writing skills that are well below national average. Poor literacy skills of our pupils hinders their progress and attainment.
7	Extra-curricular and cultural capital opportunities for disadvantaged pupils outside of the classroom.
8	Ensure pupil premium pupils are aware of the career paths and college options which are available to them.

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
The progress students make who are pupil premium	Improved progress data for pupils who are identified as pupil premium in the following subjects:

Year 11

Name	9 - 7 %	9 - 5 %	9 - 4 %
Science Combined GCSE			

Name	9 - 7 %	9 - 5 %	9 - 4 %
Art GCSE			
Biology GCSE			
Chemistry GCSE			
Computer Sci GCSE			
English Lang GCSE			
English Lit GCSE			
Geography GCSE			
German GCSE			
History GCSE			
Mathematics GCSE			
Physics GCSE			
Religious Studies GCSE			

Name	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
Child Dev Cam Nat			
Creative iMedia Cam Nat			
Enterprise BTEC Tech Awd			
H&SC BTEC Tech Awd			
ICT BTEC Tech Awd			
Music BTEC Tech Awd			
Performing Arts BTEC			
Sport BTEC Tech Awd			

Name	L2D* - L2D %	L2D* - L2M %	L2D* - L2P %
Catering WJEC Voc Awd			

| Reduction in the number of pupil premium pupils who are excluded from school |

Year	Number of disadvantaged pupils excluded from school (2023/24)	Number of disadvantaged pupils excluded from school (Term 1)	Number of disadvantaged pupils excluded from school (Term 2)	Number of disadvantaged pupils excluded from school (Term 3)
7				
8	41			
9	91			
10	35			
11	125			

Reduction in the number of pupil premium pupils who are placed in the curriculum support centre

Year	Number of disadvantaged pupils placed in the CSC (2023/24)	Number of disadvantaged pupils placed in the CSC (Term 1)	Number of disadvantaged pupils placed in the CSC (Term 2)	Number of disadvantaged pupils placed in the CSC (Term 3)
7				
8	153			
9	204			
10	118			
11	187			

Our pupils join us with reading and writing skills that are well below national average.

Poor literacy skills of our pupils hinders their progress and attainment.

Year	Number of disadvantaged pupils on/above their chronological reading age (Term 1)	Number of disadvantaged pupils on/above their chronological reading age (Term 2)
7		
8		
9		
10		

Improve parental engagement at parents evenings		

Year	Number of disadvantaged pupils whose parents engaged with parents evening (2023/24)	Number of disadvantaged pupils whose parents engaged with parents evening (2024/25)
7		
8	52	
9	60	
10	64	
11	57	

Extra-curricular and cultural capital opportunities for disadvantaged students outside of the classroom

Increased attendance rates at extra-curricular clubs, trips, visits and enrichment opportunities.

Increased attendance rates at session 5 subjects.

Our extra-curricular and session 5 programme on offer to the students of the school can be found at the back of this strategy.

Registers to monitor the attendance to our extra-curricular and session 5 programme are collated electronically.

Ensure pupil premium pupils are aware of the career paths and college options which are available to them.

Each KS4 pupil premium child receives a careers interview over the academic year

Form	Number of disadvantaged students	Careers interviews (Term 1)	Careers interviews (Term 2)	Careers interviews (Term 3)
10A	15			
10B	17			
10C	15			
10D	13			
10E	12			
10F	16			
10G	12			
10H	10			
10I	12			
10J	9			

Form	Number of disadvantaged students	Careers interviews (Term 1)	Careers interviews (Term 2)	Careers interviews (Term 3)
11A	15			
11B	10			
11C	14			
11D	15			
11E	7			

11F	11			
11G	10			
11H	10			
11I	13			
11J	14			

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

Budgeted cost: £360,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
A high quality professional development programme to ensure all teaching staff deliver quality first teaching in the classroom to ensure engagement and progress of ALL students	In order to diminish the difference for our disadvantaged pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within our teacher expectations.	2, 6
Ensuring the retention of key members of teaching staff to ensure Quality First Teaching	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited – EEF 'Closing the gap: Key lessons in the EEF's first 6 years'	2, 6
Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of disadvantaged pupils	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching." EEF PP Guidance 2019	2, 6
All students to receive regular homework in line with the school policy Weekly homework reports will be produced `to monitor the amount of homework being set.	Research from Education Endowment Foundation (EEF) shows that secondary homework is one of the most effective ways to improve progress and is cost effective	2, 6
Whole school marking policy with pupils engaging in feedback	Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional	2, 6

| through DIRT time and the use of a green pen | months' progress over the course of a year. This ensures that students receive consistently high levels of teacher feedback and have the opportunity to respond in dedicated improvement time (DIRT). | |

Targeted academic support

Budgeted cost: £166,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coordinated session 5 timetable for pupils in year 11	The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that pupil premium pupils benefit disproportionately, making approximately two and a half months' additional progress. After school targeted intervention that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment	2
Academic coaches used in humanities, English and mathematics to work with identified disadvantaged pupils in and outside of the classroom.	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results – Further to guidance on making tutoring most effective (by EEF (Robbie Coleman) and Marc Rowland), ensure that coaches to form positive relationships with students and supplement what is being taught in the curriculum.	2

Aspirational targeting for disadvantaged students from entry in Year 7	These aspirational targets create a higher expectation from staff and the students themselves during their time at Oldbury Academy. To also support the aspirational targets given on entry to the school a disadvantaged pupil at Oldbury Academy do not move down set unless agreed with DHT/AHT outcomes.	2
Disadvantaged pupils KS2 scores are reviewed and are uplifted using the RADY principles. This ensures aspirational targets are set.	Raising the Attainment of Disadvantaged Youngsters – Summary Report to the School Improvement Team, Summer 2013.	
Addressing: Low levels of Literacy	**Literacy coordinator** role in place and embedded to lead on reading and literacy specific strategies, as well as raising the profile of literacy and reading across the curriculum. "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." EEF KS3/4 Literacy Guidance	6
Birmingham University higher ability programme to raise aspirations	This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.	2, 8

Wider strategies

Budgeted cost: £168,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
BookBuzz, Accelerated readers and Bedrock learning have been purchased to support pupils with additional reading materials	Reading should be social and books read for pleasure not just study. The programmes we use provide our students with lots of texts to support improvement in literacy and are at no cost to our pupils. Specifically targeted to years 7 – 9 pupils.	6
Increasing participation at enrichment clubs	Support pupils with opportunities and facilities they might not have outside of school.	1, 7

amongst disadvantaged pupils	Extra-curricular programme available to the pupils is given at the end of this strategy.	
Support disadvantaged students with academic and enrichment support and opportunities	This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.	2, 8
Additional resources provided to pupil premium pupils in preparation for exams.	Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of pupil premium pupils.	2
Careers interview for all pupil premium pupils in KS4	To ensure that pupil premium pupils remain in education, employment, or training post-16.	8
College and careers information provided to KS3 pupil premium students through Aim Higher	To support the government's objectives of doubling the proportion of disadvantaged young people entering higher education by 2020. Improve the Progress 8 and Attainment 8 outcomes of pupil premium pupils through raising their aspirations.	2, 8
Improving attendance of disadvantaged pupils Year teams and the attendance teams to monitor all students and follow up quickly on truancies and attendance. First hour of the day response and follow up. Letters about attendance to families/carers. Attendance team to visit all PA at home to discuss attendance with families/carers and explore barriers.	National Foundation for Educational Research briefing for school leaders identifies addressing attendance as a key step.	1

Total budgeted cost: £695,505

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Section 1 - High quality teaching and learning which results in an improvement of the outcomes achieved by pupil premium students.

	21-22	**22-23**	**23-24**
Progress 8 Average score	-0.64	-0.41	-0.38
Attainment 8 score average	36.65	33.89	36.77
% achieving 4-9 in English and Maths	49.2%	35.9%	50.3%
% achieving Ebacc	15.4%	12.5%	22.5%

Pupil Premium	**21-22**	**22-23**	**23-24**
Overall	-0.64	-0.41	-0.38
English	-0.55	-0.50	-0.36
Maths	-0.35	-0.23	-0.45
Ebacc	-0.77	-0.63	-0.46
Open	-0.13	-0.04	-0.37

Section 2 - Improved progress data for pupils who are identified as pupil premium and who are SEN.

SEN Pupil Premium	21-22	22-23	23-24
Overall	-1.03	-0.74	-1.04
English	-0.96	-0.89	-0.99
Maths	-0.77	-0.91	-1.30
Ebacc	-1.39	-0.89	-1.19
Open	-0.91	-0.49	-1.27

Section 3 - Improve progress data for pupils who are identified as pupil premium and who are high attaining upon entry.

HA Pupil Premium	21-22	22-23	23-24
Overall	-0.81	0.09	-1.07
English	-0.85	0	-1.18
Maths	-0.29	0.09	-1.39
Ebacc	-1.12	-0.64	-1.19
Open	-0.84	0.16	-1.28

Our pupils join us with reading and writing skills that are well below national average. Poor literacy skills of our pupils hinders their progress and attainment.

Year	% of pupils who improved their reading age information	% of pp pupils who improved their reading age information	% of pupils who improved their reading age information
7	64%	57%	70%
8	54%	47%	61%

9	59%	58%	58%
10	44%	41%	46%

Academic coaches used in mathematics to work with identified disadvantaged pupils in and outside of the classroom.

ACES Summary Overall 2023-2024

ACES Pupil Premium Support by Subject

Maths

Maths 1 Year group	Number of ACES Pupils	Progress DS1-GCSE/EOY	Overall % Progress
Year 11 PP	16	14	88%
Year 10 PP	6	5	83%

Maths 2 Year group	Number of ACES Pupils	Progress DS1-GCSE/EOY	Overall % Progress
Year 11 PP	26	24	92%
Year 10 PP	3	3	100%

English

Year group	Number of ACES Pupils	Progress DS1-GCSE/EOY	Overall % Progress
Year 11 PP	12	9	75%
Year 10 PP	8	2	25%

Science

Year group	Number of ACES Pupils	Progress DS1-GCSE/EOY	Overall % Progress
Year 11 PP	12	10	83%
Year 10 PP	2	2	100%

History

Year group	Number of ACES Pupils	Progress DS1-GCSE/Pred	Overall % Progress
Year 11 PP	17	8	47%
Year 10 PP	6	6	100%

Attendance Impact Upon Outcomes

Year 11 - All Students – 2022/23

	100-98%	100-95%	100-92%	100-90%	100%-85%	Below 85%
Overall	0.90	0.73	0.47	0.47	0.40	-1.68
English	0.70	0.61	0.28	0.32	0.26	-1.92
Maths	1.01	0.80	0.61	0.59	0.48	-1.42
Ebacc	0.80	0.53	0.22	0.20	0.12	-1.79
Open	1.07	0.97	0.74	0.74	0.71	-1.57

Year 11 - All Students – 2023/24

	100-98%	100-95%	100-92%	100-90%	100%-85%	Below 85%
Overall	0.60	0.55	0.43	0.41	0.33	-1.51
English	0.36	0.39	0.27	0.25	0.20	-1.24
Maths	0.52	0.47	0.35	0.33	0.22	-1.60
Ebacc	0.76	0.62	0.51	0.48	0.37	-1.76
Open	0.63	0.61	0.49	0.46	0.41	-1.60

Year 11 - PP Students – 2022/23

	100-98%	100-95%	100-92%	100-90%	100%-85%	Below 85%
Overall	0.78	0.52	0.36	0.32	0.27	-1.55
English	0.78	0.41	0.23	0.22	0.13	-1.82
Maths	0.56	0.66	0.48	0.44	0.36	-1.48
Ebacc	0.55	0.15	-0.02	-0.07	-0.11	-1.69
Open	1.15	0.88	0.74	0.70	0.68	-1.52

Year 11 - PP Students – 2023/24

	100-98%	100-95%	100-92%	100-90%	100%-85%	Below 85%
Overall	0.35	0.43	0.33	0.32	0.16	-1.56
English	0.29	0.33	0.23	0.23	0.09	-1.37
Maths	0.23	0.39	0.25	0.24	0.12	-1.70
Ebacc	0.42	0.42	0.35	0.34	0.14	-1.79
Open	0.38	0.48	0.39	0.35	0.20	-1.65

Persistent Absence of Pupil Premium Pupils

Year	Number of disadvantaged pupils identified as PA (2019/20)	Number of disadvantaged pupils identified as PA (2020/21)	Number of disadvantaged pupils identified as PA (2021/22)	Number of disadvantaged pupils identified as PA (2022/23)	Number of disadvantaged pupils identified as PA (2023/24)
7	42	66	46	42	34
8	43	82	49	38	51
9	33	63	79	76	41
10	43	62	64	72	75
11	25	126	53	62	63

Behaviour Data of Pupil Premium Pupils

Year	Number of disadvantaged pupils fix term excluded (2020/21)	Number of disadvantaged pupils fix term excluded (2021/22)	Number of disadvantaged pupils fix term excluded (2022/23)	Number of disadvantaged pupils fix term excluded (2023/24)
7	0	12	90	41
8	7	17	21	91
9	11	19	52	35
10	2	20	31	125
11	0	12	55	65
TOTAL	20	80	194	357

Year	Number of disadvantaged pupils placed in the CSC (2020/21)	Number of disadvantaged pupils placed in the CSC (2021/22)	Number of disadvantaged pupils placed in the CSC (2022/23)	Number of disadvantaged pupils placed in the CSC (2023/24)
7	0	108	172	153
8	64	135	81	204
9	58	188	163	118
10	41	126	134	187
11	23	54	74	134
TOTAL	186	611	624	796

Session 5 Programme 2024-25

Monday	Tuesday	Wednesday	Thursday	Friday
Humanities	Maths	German/Art/ Computing	English	Science

Extra-Curricular Programme 2024-25

Monday 3-4pm
KS3 Art Club MONDAYS
KS4 ART CLUB WED THURS
KS3 DRAMA ACTING MON
KS3 MUSIC SINGING CLUB THURSDAY
KS3 MUSIC INSTRUMENTAL CLUB
Homework Club
All Years Netball Club
Basketball Club Boys and Girls
Maths Circles (Invited only)
School Newspaper

Tuesday 3-4pm
Weightlfting
Homework Club
Board/Card Games

Wednesday 3-4pm
All Years Football Club Boys and Girls
All years Badminton Club
STEM Engineering Club
Maths Sparx Support
Homework Club
German board game club
Debate Club
Esports Free play

Thursday 3-4pm
Weightlifting Club
Basketball Club Boys and Girls
History Club
KS3 Retro Gaming
KS3 Esports Free play
KS3 Programming Club

Friday 3-4pm
Quiz Club