

Pupil Premium Strategy Statement Outwood Academy City 2019-2020

I. Summary information

School	Outwood Academy City				
Academic Year	2019-20	Total PP budget	£388,079	Date of most recent PP Review	05/10/19
Total number of pupils	1107	Number of pupils eligible for PP	451	Date for next internal review of this strategy	January

2. Current attainment in Year 11

	Pupils eligible for PP 2019	Pupils not eligible for PP 2019 (National Average 2018)
% achieving 5+ English & Maths (2018)	27% (31%)	44% (61%)
% achieving 4+ English & Maths (2018)	53% (51%)	72% (77%)
Progress 8 score average (2018)	-0.62 (-0.66)	-0.01 (0.56)
Attainment 8 score average (2018)	37 (37)	48 (51)
EBACC 5+ (2018)	2% (2%)	14% (6%)

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.	Literacy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
B.	Numeracy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
C.	Attendance rates for students who are PP are below the 95% benchmark, which reduces their number of school hours and as such impedes their progress. In 2018/17 it was 86.3% and this was a focus for the following academic year. Attendance during 2017/18 improved to 88.1% in 2018/19 continued to improve to 89.81% however further works is still needed to improve this area.

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

D.	Raise parental engagement through information evenings and parent evenings.
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4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Students improve their literacy skills during KS3 to achieve 5+ or better in English in Year 11.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and Praising Stars © English assessments in December, April and July
B.	Students improve their numeracy skills during KS3 to achieve 5+ or better in maths in Year 11.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using Numicon math assessments and Praising Stars © maths assessments in December, April and July
C.	Increased attendance for all students that are eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 89.8% to 95% in line with the government benchmark.
D.	Number of parents attending information evenings increases measured through completion of evaluation forms.	Parental engagement increases and are knowledgeable about how to support their children at home. Ofsted questionnaire shows a good % of parents are happy with the academy.

5. Planned expenditure update

Academic year

2019-2020

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	Review Date	Impact
Impact on Teaching & Learning	CPD on quality first teaching based on the strategies that work with PP students taken from the EEF toolkit.	We want to offer high quality teaching to all these students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period... For example, collaborative learning, AfL, weighted questioning to	The Vice Principal will deliver the training. Learning walks and observations will provide information on progress and identify any further issues that need to be addressed.	JPI/NHA	January	
Impact on literacy Y7 & Y8	Consistent use of Accelerated Reader in the classroom.	Accelerated Reader was shown to have a positive impact and has been used by the academy for 4 years, with some students improving their reading age by 1 year in 3 months. On average this is shown to accelerate progress by +5 months.	SLT will check that AR is being implemented consistently on learning walks. The LRC manager will be tracking and monitoring the progress of students closely and the quizzes they complete. A report will be submitted to NHA each term.	LWI/NHA	January	

Impact on numeracy Y7 & Y8	Consistent use of Numeracy Ninja & Maths Mastery	Numeracy Ninja & TT Rockstars has proven to have a positive impact and has been used by the academy last year. The approach is similar to that of accelerated reader where student's use 15 minutes of their lesson time to review their numeracy skills and within Y8 to consolidate learning in Maths Mastery, which is part of the meta-cognition process, which is known to accelerate learning by +8 months.	SLT will check that NN is being implemented consistently on learning walks. VHA maths teacher is responsible for tracking and implementing leagues and will report to NHA on progress each term.	VHA /NHA	January	
'Impact on students in Y10 and Y11 make the required progress within individual subject areas	Director support from OGAT to be made available to departments to ensure PP students make the required progress	Guidance and support from directors within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for PP students.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y10 and Y11.	JPI/ADO	Half Termly	
Impact on students in Y9, Y10 and Y11	All students to have access to Option English, Option Maths and Option Science	We want to provide students with extra support if they are not making the required progress to give them time to consolidate their knowledge.	This is provided through the curriculum and measured by the academy reporting system Praising Stars©	RSH	January for Y9 and Y10 Weekly for Year 11.	

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	Review Date	Impact
Impact Y7 & Y8 numeracy and literacy	To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills.	We want to ensure that any student that is eligible for PP funding have access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. The resources that will be included are the IDL phonics, Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, Numicon and Numeracy Ninja for numeracy. All of these resources have been proven to add at least +4 months' progress.	All students will be base line tested in Y7 and Y8 to identify which students need support. All interventions will take place in the Phonics Room, Literacy Room and Library and small group work room for numeracy. A timetable of support will be shared with all staff. All students will be retested in December to identify the progress made. Any students below the 15% quartile will receive a further Lucid test and/or other psychometric assessments. The mathematics lead will identify the cohort that need further small group work support using KS2 and Praising Stars assessments. These students will receive instruction from a specialist TA on the areas requiring improvement.	NHA	January	
Impact Y7 & Y8 numeracy and literacy	To implement 1 to 1 sessions for students who are showing very limited progress.	We want to ensure that any student eligible for PP funding have access to 1 to 1 support. This is proven to accelerate progress of students over a shorter time frame +5 months. These students will also access the group support.	Key staff will identify students using base line assessments to implement support for students who are making very limited progress. A timetable of support will be implemented. Progress support will be sent termly to NHA.	VHA/LWI /MMI/AKI/ STO/PMO & NHA	January	

Impact Y7 & Y8 literacy	To implement a Peer Mentor reading programme	Extra reading is said to accelerate student progress by +5 months. Using peer mentors to support this process will enable students to work with older students to develop their reading abilities.	Peer mentors will be allocated to students and regular reports on progress will be given.	MMI	January	
Impact Y7 & Y8 numeracy & literacy	Numeracy & Literacy Evening	We want all parents to be aware of the support their child are receiving and be confident to consolidate this support at home. This is proven to accelerate progress by +3 months.	All resources will be checked before the event. NHA will check how many students are accessing support at home. All parents will be invited to complete an evaluation form, which will be collated and common themes identified.	NHA	January	
Students in Y11 make the required progress within English and Maths	All PP students to have access to 1to1 tuition within English and maths.	Students who received individualised support are said to accelerate their progress by +2 months. This practice has existed within OGAT for the last 10 years and has proven to improve progress significantly.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.	JPI/ADO	Weekly	

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date	Impact
Student attendance improves in all year groups for students eligible for PP funding.	Utilise the EWO and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA.	Early intervention is proven to prevent students becoming PA and offering a range of support to PP students and ensure they make the same progress as their peers.	RSH will report weekly to SLT the number of students who are PA or who are in danger of becoming PA and the interventions that have been implemented. The interventions will consist of Home Visits, SLT meetings, attendance contracts, daily reports, 30 day and 10 day warnings and FPN,	JPI	January	
Student attendance improves in all year groups for	Implement a range of interventions to support students who are identified as PA.	We want all PP students to make the same progress as their peers, as such all students who are in danger of becoming PA or who	A weekly timetable of support will be implemented along with personalised timetables where required.	CCU	January	

students eligible for PP funding.		are PA will be provided access to the Bridge and associated interventions. This practice has proven to aid students who are considered vulnerable including PA students.				
Students make the required progress within individual subject areas	All staff to provide quality enrichment and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.	The EEF Sutton Trust Toolkit has demonstrated that after school activities and holiday interventions accelerate progress by +5 months on average.	A central tracking document will be implemented to identify the number of PP students accessing support.	RSH/LRA	January	
Improve parental engagement	Implement information evenings to empower parents to work with their children and maintain good relationships and open lines of communication	The EEF Sutton Trust Toolkit has demonstrated that parental engagement accelerates student progress by +3 months on average.	Evaluation documents will be collated and analysed to demonstrate parental involvement using Ofsted criteria. A new method of booking appointments will be implemented	JJO/JPI	Half-Termly	
Total Budgeted Costs					See appendix	

6. Review of expenditure

Previous Academic Year	2018/19	Total PP Budget	£351,762
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)
Improved attainment across the curriculum	CPD collaborative learning and quality first teaching.	Progress for Y11 results compared with their predictions at the end of Y10 have improved significantly. Attainment 8 has improved by 1.0 and P8 reduced from -0.62. The prediction for achieving 4+ in maths and English also increased by 2%. The number of students achieving a 5+ has decreased from 31% to 27%. Therefore, there is still a need to increase the proportion of PP students achieving in line with the national average.	To continue to narrow the gaps between PP and NPP students there needs to be further consolidation this year of quality first teaching strategies within maths and to further embed collaborative learning. Further training will be provided specifically to the maths department but all staff will also receive further consolidation training. This will also be disseminated across the whole academy.
Improve Y7 & Y8 numeracy and literacy students who are eligible for PP funding.	Accelerated Reader & Numeracy Ninja & Maths Mastery	In Y7 54% of students are achieving age related expectations. The gap has reduced from -21 to -18 when compared to NPP students. In Y8 37% of students are achieving age related expectation and there is a gap of -11 further work is needed to reduce this gap.	There was a greater consistency in the delivery of packages Y7 continue to make progress. Students will continue to be supported throughout Y8 to ensure no students fall behind and others make the progress required. The Maths Mastery needs to be reviewed to ensure students make the required progress.
Impact on students in Y10 and Y11 make the required progress within individual subject areas	Director support from OGAT to be made available to departments to ensure PP students make the required progress	Progress for Y11 results compared with their predictions at the start of Y11 improved by 3%. Y10 students Attainment 8 has improved by 0.2 and P8 has improved by 0.05. The prediction for achieving 5+ in maths and English also increased by 18%..	Progress was made however further progress is required. This intervention shall be continued so as to develop HoDs further to increase progress within their subject areas for PP students by ensuring swift and targeted provision is delivered using Director support.
Impact on students in Y11 make the required progress within English	All students in Y11 have access to 100% English time.	66.1% of students achieved 4+ in English an increase of 11% when compared to the previous year. The GAP is -22% compared to NPP however this has reduced by 1%.	This intervention will not continue this academic year as there will be a greater focus on support from directors.

Impact on students in Y9, Y10 and Y11	All students to have access to Option English, Option maths and Option Science	52% of students who were PP achieved 4+ or better including English and maths an increase in 3%. The Gap has reduced by 10% but further increases are needed. Science decreased by 10%.	Science option was not allocated effectively this has been reviewed for the current year.
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ii. Targeted support

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)
Students in Y11 make the required progress within English and Maths	All PP students to have access to 1to1 tuition within English and maths.	Progress for Y11 results compared with their predictions at the start of Y11 improved by 3%. Y10 students Attainment 8 has improved by 0.2 and P8 has improved by 0.05. The prediction for achieving 5+ in maths and English also increased by 18%.	1to1 tuition content needs reviewing and will continue into next academic year.

iii. Other approaches

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)
Improved attendance for all PP students	New SIMs system implemented and used to identify vulnerable groups to facilitate robust tracking of students who are in danger of becoming PA.	Cumulative attendance for PP students was 89.8% at the end of last year. This was an improvement from the previous year of 88.1%. Further interventions need to be incorporated to ensure our most vulnerable students are supported with appropriate interventions.	Due to the number of PA students that were PP it was difficult to have the required impact with all students. We will continue to implement the previous interventions with the addition of home visits and a staged PA process.

Destination Report 2019 Leavers – Activity Survey

Destination information October Checking Exercise for Pupil Premium Students TBC

Outwood Academy City