

Pupil Premium Strategy Statement Outwood Academy City 2017-2018

| 1. Summary information | | | | | |
|------------------------|----------------------|----------------------------------|----------|--|----------|
| School | Outwood Academy City | | | | |
| Academic Year | 2017-18 | Total PP budget | £356,118 | Date of most recent PP Review | 19/09/17 |
| Total number of pupils | 995 | Number of pupils eligible for PP | 395 | Date for next internal review of this strategy | January |

| 2. Current attainment | | |
|---------------------------------------|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 4+ English & Maths (2016) | 41%(58%) | 85% (73.8%) |
| Progress 8 score average (2016) | -0.53 (-0.11) | +0.43 (+0.53) |
| Attainment 8 score average (2016) | 3.5 (4.5) | 5.4 (5.4) |
| EBACC (2016) | (5.5%) | (16.9%) |

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

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

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| 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 at 91.6%, which reduces their number of school hours and as such impedes their progress. |

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

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| D. | Raise parental engagement through information evenings |
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| 4. Desired outcomes (desired outcomes and how they will be measured) | | Success criteria |
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| 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 Renaissance 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 91.6% to 95% in line with 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

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 | 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 | 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 Impact Zone manager will be tracking and monitoring the progress of students closely and the quizzes they complete. | RCO | January | |

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| Impact on numeracy Y7 & Y8 | Consistent use of Numeracy Ninja & Maths Mastery | Numeracy Ninja 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. The 2ic in maths is responsible for tracking and implementing leagues and will report to SLT on progress each term. | CAL | 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 Y11 make the required progress within English | All students in Y11 have access to 100% English time. | Students are provided with an extra English lesson within the curriculum in Year 11. This enables them to consolidate their understanding further. | Regular feedback to the Principal and Vice Principal in the weekly RAG meetings. | JPI/TRU | Weekly | |
| 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© | DRO | Winter 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, Numacon 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 HLTA on the areas requiring improvement. | BLO, JPI, ACA | Winter Term | |
| 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. | The 2ic in maths and the AR manager 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. | CAL, RCO | Winter Term | |

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| 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. | RCO | Winter Term | |
| 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. RCR 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 graphed. | BLO, ACA | Autumn Term | |
| 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 behaviour improves in Y8 to enable them to make sustained progress for students who are eligible for PP funding. | To implement interventions to support behaviour to enable students to attend, graduation programme and the outward bound programme. | We want all students who have behavioural issues in Y8 to be able to manage their behaviour to ensure they can make the same progress as their peers. The EEF has identified behaviour programmes to accelerate learning by +4 months | Using the academy behaviour monitoring system students will be closely tracked and provided with personalised provision. Students will be identified early on to ensure they graduate successfully. | DCA, KRU, JWI | Winter Term | |

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| 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. | KRU 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, | KRU | January | |
| Student attendance improves in all year groups for students eligible for PP funding. | 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 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. | A weekly timetable of support will be implemented and the packages students are following identified. | KRU | January | |
| 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. | SMO | 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. | SMO | Half-Termly | |
| Total Budgeted Costs | | | | | | Financial Plan Under Development |

6. Review of expenditure

Previous Academic Year

2016/17

Total PP Budget

£336,766

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 0.2 and P8 reduced from -1.22 to -0.5. The prediction for achieving 4+ in maths and English also increased by 3%. However, there is still a need to reduce the gaps as these have increased on the previous year 11 cohort but this is difficult to measure due to the new qualifications. | To continue to narrow the gaps between PP and NPP students there needs to be further consolidation this year of quality first teaching strategies and to further embed collaborative learning. Further training will be provided to all staff. |
| Improve Y7 & Y8 numeracy and literacy students who are eligible for PP funding. | Accelerated Reader & Numeracy Ninja & Maths Mastery | In Y7 69.1% of students are achieving 4+ compared to 78.2% of NPP students, a gap of 9.1. Last years gap was -21.9 which demonstrates a significant improvement. In Y8 63.7% of students are achieving 4+ compared to 74.5 a gap of -10, which is down on last year's gap of 6.1. | There was inconsistent delivery by teaching staff for these packages. To ensure this practice is embedded this will be monitored closely by the leads. The Maths Mastery which is implemented by OGAT has been modified by lead staff within OGAT to ensure students are appropriately challenged in Y8. New programmes are being added this year to address these issues. |
| 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 end of Y10 have improved significantly. Attainment 8 has improved by 0.2 and P8 reduced from -1.22 to -0.5. The prediction for achieving 4+ in maths and English also increased by 3%. | 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. | 54.5% of PP students passed English for 4+ compared to 93% NPP with a GAP of -38.5%. It is difficult to compare to last year's Y11 due to the change in the qualification 1-9. | This intervention will continue to ensure PP students continue to make progress and close the gap. |

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| Impact on students in Y9, Y10 and Y11 | All students to have access to Option English, Option maths and Option Science | 38% of students who were PP achieved 5+ or better including English and maths compared to 85.2% NPP a GAP of -47.3% and 41% passed EBACC science compared to 81% NPP a gap of -40. | The improvements are difficult to measure against last year this intervention will continue and will be reviewed in January. |
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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 end of Y10 have improved. Attainment 8 has improved by 0.2 and P8 reduced from -1.22 to -0.5. The prediction for achieving 4+ in maths and English also increased by 3%. However, there is still a need to reduce the gaps as these have increased on the previous year 11 cohort but this is difficult to measure due to the new qualifications. | This intervention shall continue into next year. Monitoring of where students are withdrawn will be strategic and not impact on the same teachers. |

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 86.2% at the end of last year. 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. |

7. Financial Plans 2017-2018

Outwood Academy City

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