

# Pupil premium strategy statement – Outwood Academy Ripon.

This statement details our school's use of pupil premium (and recovery 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	659
Proportion (%) of pupil premium eligible pupils	34.59% (228)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ms.R.A. Donohue
Pupil premium lead	Mr. D.O'Brien
Governor / Trustee lead	Mrs. A.Beckwith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,357
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in the academic year 2021 to 2022 can be carried forward to the academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0.00
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.	£210,357

# Part A: Pupil premium strategy plan

## Statement of intent

Our goal is to ensure that every student, regardless of their background or the obstacles they may face, makes significant progress and excels in all aspects of the curriculum. The central focus of our pupil premium strategy is to empower disadvantaged students to reach this objective, including those who are already high-achievers.

We are committed to addressing the challenges experienced by vulnerable students, including those under the care of a social worker and young carers. The initiatives outlined in this statement aim to cater to their needs, irrespective of their disadvantaged status.

At the core of our strategy lies the delivery of high-quality teaching, with a particular emphasis on areas where disadvantaged students require the most support. This approach has been proven to have a substantial impact in narrowing the attainment gap caused by disadvantages while simultaneously benefiting all students in our school, regardless of their socio-economic status. It is our implicit intention that non-disadvantaged students will maintain and improve their academic performance alongside their disadvantaged peers, in line with the desired outcomes detailed below.

Our approach is designed to be responsive to common challenges and individual needs, grounded in thorough diagnostic assessments, rather than relying on assumptions about the impact of disadvantage. The various approaches we have implemented complement each other to help students thrive. To ensure their effectiveness, we are guided by the following key principles:

- Ensuring that every student receives high-quality teaching in every lesson.
- Narrowing the attainment gap between disadvantaged students and their peers.
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment, such as attendance, behaviour, and well-being.
- Ensuring that Pupil Premium funding is directed towards the students who need it most.
- Weekly review at RAG meetings, allowing for an in depth review of impact during the Praining Stars cycle.
- Child reviews through the weekly Inclusion meeting and Attendance meetings.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in basic Literacy and Numeracy Skills.
2	Impact of COVID and subsequent missed learning and development issues.
3	Staffing - recruitment and retainment.
4	High number of staff illness and so ensuring staff absence does not impact on the education of students.
5	Disadvantaged pupils tend to make less progress and attain lower than their non-disadvantaged peers.
6	Low attendance – high number of Persistently Absent (PA) students.
7	Well being and mental health issues.
8	Attitudes to learning, aspiration, ambition, confidence and resilience.
9	Access to resources including IT.
10	Movement of service students to different schools throughout their education.

## 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
Improved outcomes for disadvantaged students.	Year 11 students facing socio-economic disadvantages exhibit notable academic progress, effectively narrowing the achievement disparity that separates them from their more privileged peers. Please consult the Academy Improvement Plan for precise benchmarks and objectives related to the advancement of disadvantaged students.
Improved attendance and a reduction in persistent absence (PA).	The number of students with persistent absenteeism decreases among disadvantaged students, aligning their attendance rates more closely with the national average. For detailed targets pertaining to the enhancement of attendance among disadvantaged students, please refer to the Academy Improvement Plan.
Ensuring Comprehensive Support and Safety: Students benefit from a nurturing and secure environment that empowers them to actively participate in the curriculum. They are equipped	Student voice focus groups and surveys have provided feedback that underscores the strong support system in place, a sense of safety, and clear guidance for seeking assistance when needed.

with the knowledge of how to seek assistance when facing challenges. Our dedicated support network, including year group tutors, Heads of Department, Teaching staff, Learning Managers, access to wellbeing support staff, and weekly monitoring of vulnerable students, underlines our commitment to fostering a motivated and thriving student community.	
Holistic Student Support: Our students benefit from comprehensive support, including expert guidance to ensure they are well-prepared for life beyond our academy. This encompasses guidance from external careers advisors and the school's achievement of the GATSBY benchmark, illustrating our commitment to their future success.	Successful Transition: Our commitment to ensuring that students are well-prepared for their post-academy life is evident in the remarkably low number of NEETs, with just two students recorded as NEET for the 2022/23 academic year and three for the 2023/24 academic year. Feedback from student focus groups and surveys reinforces our dedication to providing effective support in this vital aspect of their education journey.
Ensure students receiving pupil premium have the same access to enrichment opportunities.	Elevate Pupil Premium Participation in Enrichment Activities: Aim to raise the proportion of pupil premium recipients actively participating in enrichment opportunities.
Reduce the number of temporary suspensions for pupil premium students.	In the 2022/2023 academic year 88.16% (201) suspensions were issued. In 2023/2024, 75.33% (171) were issued.

## 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>Ensure that first wave teaching is of a high standard: bolstered by a professional development program that centres around the Outwood 5 pillars of teaching and learning approach.</p>	<p>This approach is designed to augment the effectiveness of teaching while fostering students' learning and self-regulation. It hinges on several critical components, including transparent communication of shared learning objectives (comprising the subject's learning journeys), routine recapitulation and retrieval, delivery of new information, opportunities for practical application of newly acquired knowledge and skills, and prompt feedback. A focus of CPD encourages innovation and creativity, ultimately resulting in enhanced teaching quality, which, in turn, positively influences students' progress and outcomes.</p>	<p>1,2</p>
<p>Ensure that we are able to recruit the best teachers, and that staff involved in recruitment have all completed safer recruiting training.</p>	<p>Ensuring that we are fully staffed and have high quality teachers in front of our children means that students learn well but also impacts positively on behaviour, attendance and wellbeing.</p>	<p>3,4</p>
<p>Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching.</p>	<p>Our Directors not only raise the bar by introducing an additional layer of challenge within their respective subject domains but also play a pivotal role in nurturing teachers, facilitating their growth, and enhancing their teaching skills. This, in turn, contributes to a more robust teaching and learning environment across the academy.</p>	<p>2,8</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalised Support in Mathematics and English: Our dedicated One-to-One tutors specialise in providing tailored assistance, both through small group sessions and individualised interventions, designed to address the specific needs of students who may be underperforming or facing challenges in particular areas.</p>	<p>Highly Effective One-to-One Tuition or Small Group: Evidence indicates the remarkable effectiveness of one-to-one tuition in enhancing pupil outcomes. On average, it results in approximately five additional months' progress. In Maths, One-to-One Tuition can be seen to increase students' GCSE exam grades by 31.3 marks in total. In reading, the gap has been closed from entry between PP and Non PP students. In Year 7 the NRSS scores for reading were 95 for PPs students and 102 'All Students'. This is in comparison to Year 9 where PP students averaged 100, in comparison to 'All Students' who were at 102. This shows significant progress in the reading from One-to-One support and the Ruth Miskin Program.</p>	<p>1</p>
<p>Inclusive Support Spaces for Students: We provide dedicated inclusion areas to accommodate students who may face challenges in accessing mainstream lessons. Targeted intervention and support are overseen by our Bridge Co-Ordinator, ensuring that every student's unique needs are met.</p>	<p>International research evidence suggests that reducing class sizes to meet the needs of the most vulnerable children can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p>	<p>5,7,8,9,10</p>
<p>Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays.</p>	<p>Trust data shows that students that access additional out of hours intervention achieve better outcomes than their peers who do not.</p> <p>Specialist small group intervention helps students make progress in areas of weakness or extends progress areas of strength.</p>	<p>8,9,10</p>
<p>Staff appointment: Introduction of Ruth Miskin Program to support the design of a literacy support Program.</p>	<p>Impactful Literacy Support Programs: Literacy support programs have a profound influence on students' capacity to engage with the curriculum, a factor closely tied to their behaviour, participation, and motivation. According to Ofsted (2022), it is noteworthy that merely 10% of underprivileged children</p>	<p>1</p>

	who exit primary school with reading skills below the expected standard manage to achieve passes in English and Math at GCSE level, underscoring the importance of effective literacy support initiatives.	
Identify students for Speech and language therapy and assessment.	Strategies provided to support students with learning barriers caused by underdeveloped speech and language. Research suggests that children with poor speech, language and communication get fewer GCSE grades than their peers.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Wellbeing Team: Our dedicated wellbeing staff take a holistic approach, ensuring the well-being of the entire school community. They equip both staff and students with the necessary knowledge and confidence to identify and comprehend signs of poor mental health in pupils, as well as guiding them on the appropriate steps to take when concerns arise.	By offering support in this area, students are better positioned to increase their school engagement, attendance, and overall learning outcomes. Our in-school support team offers a comprehensive range of assistance, including pastoral support, behaviour guidance, safeguarding, and wellbeing services. Well-supported students are more effectively equipped to engage in their learning journey.	7,8,10
School wellbeing support worker (iSpace).	Trained therapist one day a week supporting emotional and well being needs of students building resilience and relationships within school to encourage attendance and improve wellbeing.	7,8,6,10
An in school support team provides a wealth of support, guidance and advice across a wide range of areas such as pastoral support, behaviour support, safeguarding and wellbeing.	Students who are well supported are better able to learn.	7,8,5,6,10

<p>An extensive Careers Program over 5 years, complemented by independent CIAG from Careers Inc, ensures that students are well informed and supported. School works towards achieving the GATSBY benchmark.</p>	<p>Students who have clear goals and aspirations from a younger age tend to be more motivated and engaged. Destination data demonstrates successful outcomes for students receiving pupil premium.</p>	<p>8,10</p>
<p>The Educational Welfare Officer (EWO) and the Attendance Team implemented the A-Star Attendance Program to develop a comprehensive plan for improving student attendance, ensuring that the strategy is effectively executed and continuously monitored.</p>	<p>Comprehensive Support Framework with Parental Engagement: We have established a transparent program of support, interventions, and rewards, bolstered by active parental involvement. Extensive research underscores the undeniable correlation between school attendance and academic achievement, a connection that was clearly demonstrated in the 2023/24 examination results.</p>	<p>8,5,6,10</p>
<p>Ensure that disadvantaged students have full access to the curriculum and that they are not restricted due to financial constraints.</p>	<p>Supporting Students and Parents: To assist students and their families, we provide Year 7 students with a complimentary uniform bundle, establish a hardship fund to cover expenses related to uniforms, trips, and other necessities, and ensure access to free school meals for eligible students.</p>	<p>5,6,9</p>
<p>Guaranteeing External Alternative Support: We are committed to offering additional external alternative provision to students who require it, either due to difficulties in accessing the traditional school environment or as a supplementary measure to enhance their educational experience.</p>	<p>Alternative provision provides a more bespoke and appropriate curriculum for some children, with smaller class sizes and access to some courses and facilities that are unavailable in schools. This often has the effect of improving engagement, attendance and behaviour.</p>	<p>7,8</p>



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have conducted a comprehensive analysis of the academic performance of our disadvantaged students during the 2023/24 academic year, utilising both key stage 4 performance data and our internal assessments.

In the context of the 2024 academic year, we observed a Progress 8 score of -0.22 for our pupil premium students. Progress 8 measures the progress made by our students across 8 qualifications from the end of KS2 to the end of KS4, in comparison to their peers nationally. Furthermore, our Attainment 8 score, which assesses GCSE attainment across 8 subjects, was 35.74. You can find more detailed information about these KS4 performance measures in the [Department for Education \(DfE\) guidance](#).

To assess the performance of our disadvantaged students, we reviewed their results against key benchmarks. Notable achievements include 55.8% of our students attaining a grade 4+ in Maths, demonstrating significant success in this area. In English Language, 65.1% of disadvantaged students achieved a grade 4+, reflecting strong performance in comparison to overall student outcomes.

In terms of attendance, we acknowledge that the absence rate among our pupil premium students in 2023/2024 is higher by two students than in the 2022/2023 academic year. We recognise that there is disparity in these figures and are committed to addressing it in our current plan, with the aim of reducing this figure further.

Our assessments have revealed that our Year 7 disadvantaged students exhibit, on average, a reading age deficit of -0.68 years compared to the cohort average (11 years). The Year 8 deficit was -0.28 years compared to the cohort average. To address this deficit, we provided students with access to the Ruth Miskin program and additional Reciprocal Reading interventions.

Notably, our efforts last year yielded positive results, with Year 7 students experiencing a notable improvement of 0 years and 6 months in their reading age, while Year 8 students saw a continued impressive gain of 1 year and 8 months. We are committed to building upon this success to further enhance the reading skills and abilities of our disadvantaged students.

Outcome	Impact
Improved progression of Literacy skills for students	In 2023/2024 pupils in this category received additional Reciprocal Reading interventions that showed an average progression of 7 months with one student progressing over 2 years and 5 months. Pupils receiving the Ruth Miskin intervention showed an average progression of 1 year and 9 months with one student making 2 years and 9 months progress. As a result of the improved outcomes, we have employed 2 full time Specialist Literacy Teaching Assistants to ensure that no child is 2 years below their chronological reading age (2024/2025).
Improve attendance and reduce the number of PA students.	Disadvantaged PA has seen a significant reduction from 50.10% in 21/22 to 39.44% at the end of 2022/23. 2023/24 academic year showed an increase to 34.31%.
Improved attitudes towards learning.	Class Behaviour- In 2022/23, disadvantaged students received 23.1% fewer temporary suspensions. In 2023/24, there was a continued reduction where there was a reduction of 97 days of suspensions issued.
Increased learning opportunities through specialist tuition.	The Academy has been able to support the addition of a second Specialist Literacy Teaching Assistant and continues to offer One-to-One Tuition in Maths and English. These timetables consist of 47% pupil premium students. In addition to the increased capacity, the 'Raising Achievement Strategy' has been enhanced with targeted interventions, tutor time support, and enrichment activities, further increasing learning opportunities.

## Externally provided Programs

Please include the names of any non-DfE Programs that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Program	Provider
SPARX	SPARX
Third Space Learning	Third Space Learning

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:  
How our service pupil premium allocation was spent last academic year

Designated Staff for Targeted Support: We have assigned dedicated staff members to offer specialised support to our students. Additionally, students have access to well-being and support groups, along with the opportunity to participate in service-linked activities, such as Remembrance Day and Carol services.

The impact of that spending on service pupil premium eligible pupils

Students in the focus group had a final progress score of -0.04%.

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.