

Outwood Academy Ormesby

Pupil Premium Strategy Statement

2024-2025



“Our challenge is to ensure that every child can smash through any glass ceiling or barrier to equality!”

**OGAT Sustained Improvement Plan
2021-2024**



Pupil Premium - 3 year overview:

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. This statement reflects the second year of our 2022 - 2025 strategy.

2022-2023 (Year One)		
<p>Context:</p> <ul style="list-style-type: none"> ● Increase in students requiring literacy intervention ● Increase in mental health concerns; more issues have come to light this academic year than previous. ● Behaviour concerns due to a lack of regulation for an extended period of time. 		
<p>Ongoing strategies:</p> <p>SEMH & Wellbeing</p> <ul style="list-style-type: none"> ● Establishing a Personalised Development Centre to reduce suspensions. ● SEMH HLTA to support students who need additional time with SEMH issues. ● Improve attendance through trained staff and home contact. <p>Literacy</p> <p>Improve literacy rates through evidence based programs:</p> <ul style="list-style-type: none"> ● Lexi Program ● Miskin Program ● AR Reading Program ● Elevate Program <p>Personal Development</p> <p>Develop student's cultural experience to broaden their horizons through:</p> <ul style="list-style-type: none"> ● Duke of Edinburgh ● Girls' Network ● Enrichment and Visits. 	<p>Innovation:</p> <p>SEMH & Wellbeing</p> <p>Expansion of the attendance team to allow for more visits and more personalised support for low attenders. The offsite PDC and HLTA allow for more robust and quicker interventions to reduce suspensions and periods of dysregulation.</p> <p>Literacy</p> <p>Capitalising on earlier gains made with literacy, we have further trained and increased in the team to deliver Miskin by creating three HLTA posts. Appointment of an Intervention Teacher - with a focus on Literacy - to further implement Miskin and support EAL students.</p> <p>Personal Development</p> <p>The Girl's Network and Duke of Edinburgh ran for the first time to allow students access to programs that promote confidence and aspiration.</p>	<p>Rationale:</p> <p>Following the pandemic, it became evident that all students struggled to return to full time education. There was an increase in suspensions and dysregulation amongst students. Our PP funding was partly used to tackle gaps in learning through literacy programs as well as improving the SEMH and wellbeing provision by providing an offsite centre to provide an alternative to suspensions.</p> <p>We also recognised that the pandemic deprived students of experiences and they therefore experienced a deficit in their cultural capital. As such, we aimed to improve the experiences that children have through enrichments, visits and structured programs.</p>

2023-2024 (Year Two)

Context:

- Increase in students requiring literacy intervention continues to be evident from Year 6 into Year 7.
- Increase in difficulties amongst students with self-regulation.
- Decline in wider cultural and social experiences due to the Cost of Living Crisis and enduring effects of the pandemic.

Ongoing strategies:

SEMH & Wellbeing

- Development of a Personalised Development Centre to further reduce suspensions.
- Improve attendance through trained staff and home contact.

Literacy

Improve literacy rates through evidence based programs:

- Lexi Program
- Miskin Program
- AR Reading Program
- Elevate Program

Personal Development

Develop student's cultural experience to broaden their horizons through:

- Duke of Edinburgh
- Girls' Network
- Enrichment and Visits.

Innovation:

SEMH & Wellbeing

- Establish a whole-school THRIVE approach.
- Strengthen the provision by giving specific provision to students with the most need.
- Establish an internal Alternative Provision.

Literacy

- Strengthening staff knowledge and understanding of phonics and morphology through targeted professional development.
- Developing the reading for pleasure culture amongst all students.

Personal Development

Further enrich student's experiences through:

- Inclusive education award (LGBT School).
- Further structured programs for enrichment and cultural capital.
- Expanding opportunities for work experience.
- Additional hours of Life teaching in Year 11 to focus on aspiration and post-16.

Rationale:

A wide range of social, behaviour and academic issues have become evident as we attempted to close the gaps caused by the pandemic. As such, we continue to find ways to innovate to ensure all students can be successful. The THRIVE model provides a screening tool to allow for appropriate deployment of targeted provision to support students with their social-emotional needs. This includes expanding our provisions to accommodate more students who can benefit from the inclusion model. Staff CPD allows us to target more students and support more learners with their phonics. In addition, we recognise that some students are continuing to experience a deficit in their social awareness and cultural experiences. As such, we have created further opportunities to experience life in Modern Britain for all students.

2024 - 2025 - Summary for current Academic year (Year Three)

Context:

- Increase in students requiring literacy intervention continues to be evident from Year 6 into Year 7.
- Increase in difficulties amongst students with self-regulation.
- Decline in wider cultural and social experiences due to the Cost of Living Crisis and enduring effects of the pandemic.

Ongoing strategies:

SEMH & Wellbeing

- Development of a Personalised Development Centre to further reduce suspensions.
- Improve attendance through trained staff and home contact.

Literacy

Improve literacy rates through evidence based programs:

- Lexi Program
- Miskin Program
- AR Reading Program
- Elevate Program

Personal Development

Develop student's cultural experience to broaden their horizons through:

- Duke of Edinburgh
- Girls' Network
- Enrichment and Visits.

Innovation:

SEMH & Wellbeing

- Continue to develop and embed the THRIVE approach outside of provisions.
- Ensure that provisions are further developed by expanding the menu of options and closely matching need to resource.
- Develop the internal provision by streamlining the exit process.

Literacy

- Strengthening staff knowledge and understanding of phonics and morphology through targeted professional development.
- Developing the reading for pleasure culture amongst all students.

Personal Development

Further enrich student's experiences through:

- Inclusive education award (LGBT School).
- Further structured programs for enrichment and cultural capital.
- Expanding opportunities for work experience.
- Use of drop down days to develop character education.

Rationale:

The Academy has challenged the culture of truancy and this has seen a significant decline. As such, we are now developing classroom practice to ensure that students with gaps are making rapid progress. The THRIVE model has benefited a wide range of students. We are now in a position where we are able to identify needs more rapidly and provide provision to support young people. As we move into a new academic year, it is important we develop further provisions to support young people. Staff CPD allows us to target more students and support more learners with their phonics. In addition, we recognise that some students are continuing to experience a deficit in their social awareness and cultural experiences. As such, we have created further opportunities to experience life in Modern Britain for all students. We recognise that this deficit is likely to be ongoing due to our context and so are establishing long lasting strategies to develop student's character.

School overview

Detail	Data
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	62.9% (470 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	James Bridge Head of school
Pupil premium lead	Craig Wright Vice Principal
Governor / Trustee lead	Carol Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£550,385
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£550,385

Statement of intent

The Pupil Premium funding provides additional funding for disadvantaged pupils. Pupil Premium is additional funding that the Government gives to schools and academies. This funding is targeted at learners facing the greatest disadvantage. Learners targeted by Pupil Premium are those who have been eligible for free school meals at any point, those who have been looked after continuously by the Local Authority for more than six months and those whose parents are serving in the Armed Forces. Pupil Premium allocation is defined as ‘the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most’ – DfE 2012.

This strategy document sets out how we have planned to meet their needs. All staff at Outwood Academy Ormesby share a common belief that the achievement of all students is a priority. As an OGAT Academy, our vision is: “Students first: Raising Standards and transforming lives”

At Outwood Academy Ormesby we believe that a child’s achievement should be determined by their ability and not by their contextual circumstance. In order to excel, we have a responsibility to support learners who are disadvantaged, providing them with opportunities to progress in line with non-Pupil Premium learners and achieve high attainment across the curriculum. The Pupil Premium funding enables Outwood Academy Ormesby to enhance provisions for learning, support the social and emotional aspects of learning and widen the cultural experiences for the disadvantaged and all vulnerable groups.

High-quality teaching and pastoral care is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage gap. At Outwood Academy Ormesby we aim to do whatever it takes to remove any barriers that stand in the way of learners achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy. Our approach is contextual and will be responsive to both common challenges and individual needs. To ensure our approach is effective, we will: ensure disadvantaged learners experience quality first teaching with appropriate levels of challenge to ensure they make rapid progress, Intervene at the earliest opportunity (academically and in the wider sense), and provide a safe and caring environment in which children thrive.

We have identified clear barriers for our students and have identified appropriate Academy-wide strategies to overcome the common barriers for our students as well as highly personalised interventions for specific issues some of our students face.

Challenges

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

Challenge number	Detail of challenge
1	<i>Ensuring that provision for student's pastoral support, including behaviour, effectively addresses their needs so that they feel secure and safe and are therefore more likely to secure academic progress.</i>
2	<i>Securing strong, regular attendance and punctuality.</i>
3	<i>Ensuring that all students are able to read and write at an age appropriate level so that they can access the full curriculum and secure strong outcomes at Key Stage Four.</i>
4	<i>Securing broad and enriching experiences for all learners so that they can develop their confidence and cultural capital meaning they are able to understand the wider world and life in Modern Britain.</i>

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
<i>Improved behaviour around the Academy.</i>	<ul style="list-style-type: none"> ● A reduction in suspensions and permanent exclusions compared to 22/23 ● A reduction in the total number of C4s issued for classroom behaviour.
<i>Students access appropriate provision which supports their social, emotional and academic needs.</i>	<ul style="list-style-type: none"> ● Students provide positive feedback for provisions they access. ● Suspension recidivists receive a thrive profile which supports them to access the right provision at the right time leading to an overall reduction in disruptive behaviours.
<i>Pupils attend regularly and on time.</i>	<ul style="list-style-type: none"> ● The academy meets the attendance target and attendance improves over the course of the strategy. ● Persistent absence reduces over the 3 year period.
<i>Struggling readers are able to catch up in their reading skills as a result of high quality phonics teaching.</i>	<ul style="list-style-type: none"> ● 100% of Miskin participants improve in their phonics abilities. ● 100% of Elevate students show improvements in English across the academic year from PS1 to PS6.
<i>Students access a wide range of enrichments and events which expand their</i>	<ul style="list-style-type: none"> ● 75%+ PP students attend at least one after school enrichment. ● Number of racist, homophobic and bullying incidents reduce over the strategy as students become more aware of the world and the pro-social behaviours expected.

*knowledge and understanding of life if
Modern Britain*

- 100% of students engaged in a structured program (e.g. Duke of Edinburgh or Girls' Network) report a positive impact on their experience of school.

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: £680,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Leaders</p> <p><i>Specialist teachers who teach a reduced timetable to allow for targeted, meaningful pastoral care for all students in a year group. Their timetable will include 5 hours of cover for their year group to ensure consistency.</i></p>	<p>The EEF toolkit shows that behaviour intervention can support young people to be successful in school and can increase progress by +4 months, in addition to this pastoral leaders engage and work proactively with parents and carers. Parental engagement has an impact of +4 months.</p>	<p>1 & 2</p>
<p>Staff Training</p> <p>Staff need to be given high quality CPD so that they can support all students to make good progress. Our CPD time is divided between high quality, bespoke departmental CPD delivered by a team of subject</p>	<p>All teachers deserve high quality CPD to enable them to support students. Our expert director team deliver bespoke training to departments which enables high quality subject knowledge and our whole school CPD enables a focus on delivering the Academy's improvement plan. Evidence from the Education Policy Institute suggests that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). Evidence suggests that</p>	<p>1,2&3</p>

<p>directors and whole-school CPD delivered by senior leaders.</p>	<p>quality CPD has a greater effect on pupil attainment than other interventions schools may consider,</p>	
<p><i>Progress Leaders</i></p> <p>Additional leadership posts in english, maths and science has allowed for a greater focus on Key Stage Three performance and outcomes. The role of progress leaders is to improve teacher performance, review the feedback and ensure it is high quality for all students and deliver on extended learning opportunities such as; author visits, maths challenges and science week.</p>	<p>Feedback, when done correctly, can improve student progress by +6 months. As such, the progress leaders are focusing on improving this area at key stage three in core subjects. As part of the work of the English progress lead, the member of staff oversees our Miskin Fresh Start program and the Literacy RAG which specifically targets students for increased interventions for reading, writing and spelling. The EEF guidance has shown that this has a +6 months impact for students.</p>	<p>1,3&4</p>

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

Budgeted cost: £ 149,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1 Teaching</i></p> <p>Students receive 1:1 support from qualified teachers and tutors in core subjects and history. They are given additional teaching, catch up teaching and bespoke support during lesson times and during enrichment.</p>	<p>Small group tuition is shown by the EEF to support students by up to +4 months progress. For others, where more bespoke support is needed 1:1 teaching can provide up to +5 months progress for students.</p>	<p>3</p>
<p><i>Enrichment</i></p> <p>The extended school day provides students with academic and enriching opportunities. These include sporting fixtures, arts participation and other cultural events.</p>	<p>Engagement in arts participation can support students to make +3 months progress. In enrichment, students are given the opportunities to engage in art, music and drama. The extended school day also provides +3 months progress for students who are engaging in the enrichment program. The program of enrichment supports students to develop supportive friendships that have positive well-being impacts for all students who engage in the programs.</p>	<p>1 & 4</p>

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

Budgeted cost: £878,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Attendance & Safeguarding Teams</i></p> <p>Our attendance team has doubled in size to meet the unprecedented challenge of attendance after the pandemic. We are further supported by a regional director of attendance and a regional EWO.</p> <p>The safeguarding team consists of two officers and have been supported by a health and well-being officer.</p>	<p>The attendance team supports by engaging proactively with parents (+4 months) and determining what further support students need to overcome barriers to learning. This includes further referrals for support from the right professional.</p> <p>Research by Thrive has found the simple truth that <i>"Children can't learn properly unless they feel safe, secure and calm"</i> as such, our attendance team and safeguarding team work to ensure all children feel safe and the culture of safeguarding permeates the Academy.</p>	<p>1&2</p>
<p><i>Thrive Provision & PDC</i></p> <p>Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people. In addition to Thrive</p>	<p>Thrive is a multi-faceted intervention that includes social and emotional learning (+4 months) as well as work on metacognition and self regulation (+7 months). We have already started to see significant improvements in the Thrive cohort's attendance and reduction in behaviour incidents.</p>	<p>1,2&4</p>

<p>provision, we offer a range of emotional regulation provisions.</p> <p>As well as this in school support, the PDC is a small group support for students experiencing behaviour issues in school. It is an alternative to suspension and provides an opportunity to deliver meaningful interventions.</p>	<p>The PDC offers small group teaching (+4 months) led by two HLTA's who are able to differentiate work and devise meaningful intervention strategies for behaviour (+4 months)</p>	
<p><i>Wider Cultural Provision including trips and rewards</i></p> <p>Students' cultural capital is important to allow them to explore and understand the world around them. As an Academy, we aim to give all students cultural experiences which includes access to arts, music and drama. We have increased the number of school trips for students as a reward but also as an experience. This will mean students are able to see and</p>	<p>Engagement and participation in arts can improve progress by 3+ months, in addition to this more research is needed on the impact of cultural capital on student achievement. Anecdotal evidence demonstrates that the more experiences students have, the more they can access a broad curriculum.</p>	<p>I & 4</p>

experience new things which will prepare them for life in Modern Britain.		
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Total budgeted cost: £ 1,708,792

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National		Outwood Ormesby Outcomes (KS4)		Outwood Ormesby Disadvantaged	
4+	5+	Basics 4+	Basics 5+	Basics 4+	Basics 5+
67.4%	TBC	41.4%	36.7%	31.9%	25.4%

Externally provided programmes

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

Programme	Provider
Fresh Start	Ruth Miskin Training
Accelerated Reader	Renaissance Learning

Service Pupil Premium Funding

Number of qualifying children	12 @ £320 per pupil
Total Service Premium	£3640

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Learning manager targeted support for those requiring additional support.</p> <p>TA support for those with additional needs.</p> <p>Access to interventions through the PLC and PDC</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Learning Manager support ensured a regular access to an adult to build strong relationships with and provide additional support during difficult periods. The TA support also included additional outreach work where this was required.</p> <p>The PLC and PDC provided a wide range of interventions to support students with social, emotional and mental health support as well as other academic interventions.</p>

Further Information

In addition to the strategies, resources and training that will be implemented as part of this 3 year strategy, the academy's core provision will also benefit provision for disadvantaged pupils

Subject Directors

Our Directors are supernumerary teachers to the academy and work directly to strengthen middle leadership as well as providing additional classroom support for all students. These teachers meet with the school on a regular basis (Achievement Meeting) to identify the learning needs of individuals; highlighting those at risk of underachievement and planning interventions accordingly. Subject Directors are experts in their discipline and support the work of all teachers in the academy through the delivery of regular training and development as well as moderating the teacher assessments within the school. They focus on ensuring the curriculum meets the needs of all children and the quality of teaching, learning and assessment is of a high standard throughout the academy.

Our subject directors are Mrs Cole (English), Mr Baines (Maths), Mr Hands (Curriculum), Mrs Holmes (SEND), Mr Parker (History).