

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Outwood Grange Academy
Number of pupils in school	2019
Proportion (%) of pupil premium eligible pupils	14.41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	24/9/21
Date on which it will be reviewed	24/9/22
Statement authorised by	Sheriden Hutchinson-Jones
Pupil premium lead	Lee Woods

Governor / Trustee lead	Claire Stephenson
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,744
Recovery premium funding allocation this academic year	£35,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£267,269

## Part A: Pupil premium strategy plan

### Statement of intent

- Raise the progress and attainment of pupil premium students to narrow the gap with their non- pupil premium peers
- Ensure access to the curriculum of PP students by intervening to raise numeracy and literacy skills
- Improve life choices and chances by raising aspirations and supporting next steps into education, training and employment.

The aim of our strategy is to remove barriers to ensure all PP students can access the full curriculum, eliminating the achievement gap between PP and non PP students

Our key principles are;

(i) Targeted intervention to 'fill' specific identified gaps in learning

(ii) Targeted intervention to address numeracy and literacy gaps

(iii) Whole academy strategies that support our ethos of aspiration and personal growth supporting all children to aspire and achieve especially those who are PP.

## Challenges

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

Challenge number	Detail of challenge
1	Significant number of students experiencing mental health issues
2	Attendance concerns
3	Poor literacy skills
4	Poor numeracy skills
5	Lost learning or developmental issues due to Covid related absences

## 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
Close the attainment and progress gap	<p>Increase in P8 score</p> <p>Increased number of PP students going on to P16</p>
Improve attendance	<p>Reduced number of students PA.</p> <p>Attendance of PP closing the gap with national average</p>
Increased reading ages	<p>Reduced number of students performing below ARE.</p> <p>Increased reading fluency and confidence supporting students to access the curriculum across all subjects</p> <p>Increased attainment and progress across pupil cohorts</p>
Raising aspirations and supporting next steps	<p>Reduction in NEETs</p> <p>Increased engagement in school i.e. attendance, enrichment, reduction in behaviour sanctions, increased praise data, raised attainment, reduction of PP attainment gap, P16 pathways recruitment and retention increase etc.</p>

## 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)

Budgeted cost: £ 107,086.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>First wave teaching CPD Focus</i>	<p>“Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <p>“Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	3, 4, 5
<i>English and Maths consolidation lessons</i>	<p>“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”</p> <p>“Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	3, 4, 5
<i>OGAT Director support</i>	<p>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p>	3, 4, 5

	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,773.66 (+ £37,700 Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy Interventions and the use of Specialist Literacy TAs</i>	<p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	3
<i>1-to-1 Tutors for English, Maths, Science</i>	<p>“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.”</p> <p>“Evidence also suggests tuition should be additional to, but explicitly linked with,</p>	3,4

	<p>normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	
<p><i>Mental Wellbeing Support through external agencies</i></p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	1,2,5

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

Budgeted cost: £ 102,519.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Inclusion Co-ordinator and wider inclusion team focusing on</i></p>	<p>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce</p>	1,2,5

<p><i>attendance and behaviour</i></p>	<p>moderate improvements in academic performance along with a decrease in problematic behaviours.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	
<p><i>Enhancement Curriculum: Careers, Information and Guidance Support</i></p>	<p>“Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.”</p> <p>“Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.”</p> <p>(Teaching and Learning Toolkit, 2021)</p>	<p>1,2,5</p>
<p><i>Elective Curriculum: enriching opportunities and experiences</i></p>	<p>“The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress.”</p> <p>“Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.”</p> <p>“Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.”</p> <p>“Wider benefits such as more positive attitudes to learning and increased well-</p>	<p>1,2,5</p>

being have also consistently been reported.”

(Teaching and Learning Toolkit, 2021)

EEF. 2021. *Teaching and Learning Toolkit*. [online] Available at: <<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>> [Accessed 23 September 2021].

**Total budgeted cost: £ £232,379.81** (+ £37,700 Recovery Premium)

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Attainment 8 Score was 38.72 for PP students and 54.97 for non-PP students. Studying EBacc was -13.7% lower than non-PP students. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to

maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of our teachers switching to teaching lessons online and we delivered all PP students with laptops and sim cards so they could access these resources. Although overall attendance in 2020/21 was lower than in the preceding years at 91.53%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 16.41 % higher than their peers and persistent absence 22.57% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed - this person is

	<p>currently a Veteran so they are able to support due to previous experience.</p> <p>We also offer each student an iSpace (Internal school counsellors) sessions to support the students.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All students attended the iSpace sessions offered and the peer mentoring has continued.</p>

## 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.*