

Pupil premium strategy statement

This statement details our use of pupil premium (and recovery premium for 2023 to 2024 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 this academic year, and the effect that last year's pupil premium spending had within our school.

School Overview

Detail	Data
School name	Outwood Academy Portland
Number of pupils in school	1520
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 - 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D Sheehan - Principal
Pupil premium lead(s)	C Chancellor - SENCO R Hall - Associate Vice Principal
Governor / Trustee lead	J. Hercun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£388,125
Recovery premium funding allocation this academic year	£104,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£492,729

Part A: Pupil premium strategy plan

Statement of intent

We firmly believe that demography should not be destiny and that students' education outcomes should not be determined by their socioeconomic status. We want our disadvantaged students to develop strong learning habits, including excellent attendance. We want our students to lead successful, happy lives and contribute positively to their community. We want our disadvantaged students to achieve in line with non-disadvantaged students nationally.

Informed by the extensive research evidence base available from EEF, our pupil premium strategy is divided into the following broad areas:

- High-Quality Teaching
- Targeted Academic Support
- Wider Strategies

1. High-Quality Teaching

We aim to ensure that the highest quality teaching is received in and out of the classroom, including robust, bespoke and timely interventions that have been implemented effectively. Another key priority is to deliver high-quality support for students' wellbeing. By promoting positive behaviour management and utilising the trust's positive behaviour policy, we can drive up student attainment and progress to enhance and provide the best life chances for them. Three key focuses will be:

- a) developing high-quality teaching
- b) high-quality feedback
- c) personalised CPD for departments to improve teaching and learning

2. Targeted Academic Support

We aim to provide timely targeted support for students, utilising a range of staff in and out of the classroom to develop basic numeracy and literacy skills to enhance the rapid progress in attainment. We have vast levels of resources and strategies that we use to support disadvantaged students effectively:

- a) supporting literacy
- b) supporting numeracy
- c) resourcing to meet the specific needs of students with SEND
- d) TA deployment
- e) one to one and small group tuition

- f) peer mentoring

3. Wider Strategies

Consistently high attendance and engagement are key to effectively supporting students. If a student is absent, there is limited support that we can implement; it is, therefore, imperative for us to focus on the barriers and work with a range of internal and external professionals to embed routines and strategies to raise attendance and engagement in the academy:

- a) supporting pupils' social, emotional and behavioural needs
- b) supporting attendance
- c) supporting extracurricular activities
- d) breakfast club provision
- e) careers programme
- f) parental engagement

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students often start the academy with lower aspirations than other students at the academy.
2	Attendance - Pupil Premium students' attendance rates are below their peers. They also have a higher rate of persistent absenteeism (PA) than their peers.
3	Disadvantaged students often have underdeveloped learning habits compared to other students in the academy.
4	Families of disadvantaged students can be harder to reach and may perceive that the education system has let them down. Several factors hamper parental support: <ul style="list-style-type: none"> • Access to the internet with suitable technology • Engagement with technology
5	Low literacy levels - Pupil Premium students have a lower starting point in terms of their literacy than their peers. Currently, Y11 have a KS2 reading score of 103.03 compared to a reading score of 101.88 for pupil premium students. This does not just apply to Year 11 but also across the range of ages at the academy. This difference has increased due to the pandemic.
6	Low levels of numeracy - Pupil Premium students have a lower starting point in terms of their numeracy than their peers. Currently, Y11 have a KS2 maths score of 104.27 compared to 103.30 for pupil premium students. This does not just apply to Year 11 but also across the range of ages at the academy. This difference has increased due to the pandemic.

Intended outcomes

This explains the outcomes we aim for **by the end of our current strategic plan** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Achieve exceptional attainment and progress scores among disadvantaged pupils across the curriculum at the end of KS4.	In 2025, KS4 outcomes demonstrate that: <ul style="list-style-type: none"> ● cohort performance of low prior attainment disadvantaged students at the academy least matches that of lower prior attainment students nationally ● cohort performance of middle prior attainment disadvantaged students at the academy least matches that for middle prior attainment students nationally ● cohort performance of high prior attainment disadvantaged students at the academy least matches that of high prior attainment students nationally
Continue to improve reading comprehension among disadvantaged pupils across KS3 and KS4.	The proportion of students with a reading age below their biological reading age reduces each academic year. By 2025 all Y10 & Y11 students will have a reading at, or above, their biological age.
To achieve and sustain excellent attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance increasing annually until 2025, at which point: <ul style="list-style-type: none"> ● the overall absence rate for all pupils is no more than 4% ● reduce the attendance gap between disadvantaged and non-disadvantaged students We recognise this as an ambitious target as we recover from the pandemic.
To sustain high-quality wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of student wellbeing demonstrated by: <ul style="list-style-type: none"> ● qualitative feedback from pupils and parental feedback ● qualitative feedback gathered during subject reviews and student questionnaires. ● an increase in the participation of disadvantaged students in enrichment activities.
The academy enables students to see beyond the horizon of their experiences and has robust mechanisms to support students and their families to sustain high aspirations	Music lessons are funded for disadvantaged students.

<p>and progress to higher education or a quality alternative.</p>	<p>Disadvantaged students may be supported financially to access trips and DofE.</p> <p>All disadvantaged students will participate in at least one career event each academic year.</p> <p>All Y11 disadvantaged students attend at least one career appointment.</p> <p>We will aim for there to be 0 NEET students at the academy.</p>
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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: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality of teaching and learning. CPD on quality first teaching based on strategies that work with PP/Disadvantaged students. ACE, SEND, SEMH and Trauma-informed practice are implemented across the school and to all staff.</i></p>	<p>Quality first teaching is essential to supporting all students. Strategies that support and enhance the progress and attainment of disadvantaged students will also help non-disadvantaged students.</p> <p>These strategies have been proven to improve the amount of progress by +8 months over a shorter time period.</p>	<p>2,3,5,6</p>
<p><i>Additional English, Maths and Science classes.</i></p>	<p>Smaller group sizes in KS4 and option groups improve progress and attainment.</p> <p>Use of additional numeracy class group in year 7 to aid smaller class groups and allow more personalised teaching</p> <p>Using literacy groups for students identified as being behind on their literacy provides additional literacy lessons to the timetable.</p>	<p>5,6</p>

<i>GCSE Pod MathsWatch LanguageNut</i>	Improves progress and promotes engagement from students and families with their learning. Homework and extended learning packages can have up to +4months of progress.	6
<i>Accelerated Reader</i>	AR has been shown to have a positive impact. It is embedded into the English Curriculum and timetable. On average, it can accelerate progress by +5 months	3,4,5
<i>Director support</i>	Guidance and support from subject directors within the trust have been proven to improve standards across OGAT academies. This support can enable HODs to predict student attainment and progress as well as plan and coordinate effective interventions	2,3,4
<i>RAG meetings</i>	Weekly RAG meetings identify any students of concern and create a whole school approach to all learning, identifying any worries and gaps, boosting learner performance and allowing for effective planning of interventions. Students are also praised weekly to promote achievements.	1,2,3,4,5,6
<i>Transition</i>	A detailed transition package is in place to support a smooth start for students attending OAP.	1,2,3,4

Targeted Academic Support

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement small group work on phonics, spelling, handwriting and fundamental numeracy skills in KS3.</i>	<p>The EEF identified small group work as an appropriate tool to accelerate progress over a shorter time frame. Evidence suggests that student progress can be accelerated by up to 4 months.</p> <p>The resources that will be used to support this will be IDL phonics, Lexia, Toe by Toe, Ruth Miskin, Accelerated Reader and handwriting support for literacy. Numicon and IDL numeracy.</p>	<p>Challenge 5 Challenge 6</p>
<i>1-2-1 tutors are provided to ensure PP achieve improved outcomes.</i>	<p>1-2-1 and small group tuition is available in Maths, English and Science. The EEF outlines how this provision can accelerate student progress by up to 5 months.</p>	<p>Challenge 5 Challenge 6</p>
<i>Specialist TAs</i>	<p>Students have access to a range of literacy, numeracy and SEMH interventions with Specialist TAs. Evidence suggests that student progress can be accelerated by up to 4 months using 1-2-1 intervention.</p>	<p>Challenge 3 Challenge 5 Challenge 6</p>
<i>Effective IAG Meetings</i>	<p>IAG meetings with individual students will empower a larger proportion of students to obtain the full EBACC. In addition, students will be provided with access to high-quality careers to support their transition to an appropriate and aspirational Post-16 pathway.</p> <p>The EEF outlines how this provision can accelerate student progress by up to 5 months.</p>	<p>Challenge 1</p>
<i>After School & Vacation Subject Sessions</i>	<p>Students can engage in additional high-quality tuition after-school and during the school vacation delivered by subject specialists.</p> <p>The EEF outlines how this provision can accelerate student progress by up to 5 months.</p>	<p>Challenge 5 Challenge 6</p>

<i>Subject-Specific Tutor Intervention</i>	<p>Students in Y11 have access to a bespoke tutor programme which provides additional academic support.</p> <p>The EEF outlines how this provision can accelerate student progress by up to 5 months.</p>	<p>Challenge 5</p> <p>Challenge 6</p>
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Wider strategies

Budgeted cost: £ 328,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Managers	Involvement in the 4 I process and tracking behaviour and interventions through Ocloud and Praising Stars.	<p>Challenge 2</p> <p>Challenge 3</p> <p>Challenge 5</p> <p>Challenge 6</p>
<i>Pastoral Support Officer & Attendance Administrator</i>	Tracking attendance of students and early intervention for those students who become PA.	Challenge 2
<i>Bridge, Learning Resource Centre, Personalised Learning Centre Support, & Personalised Academic Provision</i>	Personalised plans and reasonable adjustments for students. Bespoke learning packages and smaller group work.	<p>Challenge 5</p> <p>Challenge 6</p>
Careers	Students will be provided with access to high-quality careers provision to support their transition to an appropriate and aspirational Post-16 pathway.	Challenge 1
<i>Music Tuition</i>	<p>Students receive access to excellent individual music tuition and have access to a range of enrichments and activities which increase their cultural capital.</p> <p>They also develop essential learning habits and self-discipline, which impact across the curriculum.</p>	<p>Challenge 1</p> <p>Challenge 3</p>

Total budgeted cost: £540,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details our pupil premium activity's impact on pupils in the 2022 to 2023 academic year.

Outcome	Impact
Good levels of progress in Literacy/English	65.5% Achieving 5+
	77.5% Achieving 4+
Good levels of progress in Numeracy/Maths	51.2% Achieving 5+
	67.7% Achieving 4+
Achieving Basics 5+	47.4%
Achieving Basics 4+	64.2%

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
Science Homework	GCSE Pod
Maths Homework	MathsWatch
MFL Homework	Language Nut