

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 Academy Portland
Number of pupils in school	1424
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Y7- Y11
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	G. Dzoboku - Principal
Pupil premium lead	A. Bradley – Vice Principal
Governor / Trustee lead	J. Hercun

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 370,208
Recovery premium funding allocation this academic year	£58,000
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	£428,228

Part A: Pupil premium strategy plan

Statement of intent

At Outwood Academy Portland, many disadvantaged students enter KS3 with poor literacy and numeracy skills which impacts on their ability to access the wider curriculum. Attendance figures also identify how these students struggle to attend school regularly. Due to Covid-19 there are increasing concerns that the gap could widen for many disadvantaged students due to the lack of face-to-face teaching; this has also had an impact on many students' Social, Emotional and Mental Health (SEMH). This Pupil Premium strategy aims to ensure that any gaps in student knowledge is identified and all students are supported, both academically and holistically to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy skills on entry to KS3.
2	Poor numeracy skills on entry to KS3.
3	Attendance and punctuality.
4	Mental health and well-being.
5	Gaps in learning due to school closures and Covid-19.

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
Student reading ages will increase.	Analysis from Lexia and AR. Increase in English results and P8 scores.
Students' numeracy skills will increase.	Increase in Maths results and P8 scores.
Improved attendance.	Fewer students PA. Attendance of PP closing the gap with national figures.
Student SEMH needs will be well-managed and will not impact learning.	Inclusion and enrichment data.

Students will be on track with their learning – especially literacy / numeracy.	Praising Stars data for all years. Reading
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 300,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduction of 'Learning Brilliance' lessons for KS4 students.</i>	Research shows that students who implement strategies delivered in the learning brilliance curriculum see an increase in progress and attainment.	5
<i>Whole staff training of 'Learning Brilliance' techniques to increase student progress and attainment.</i>	Teacher CPD to enhance the understanding of learning brilliance strategies to ensure consistent progress across the curriculum.	5
<i>Enhanced online teaching resources</i>	As students may still need to isolate if they test positive or are identified as a close-contact for someone who has tested positive for Covid-19, it is essential that they can still engage with their learning when at home.	5
<i>Ensure lessons are differentiated to meet the needs of all learners.</i>	Lessons that are targeted to meet the needs of all learners ensure that all students can make progress. Students will feel a sense of pride and achievement and are more likely to attend school regularly.	5 and 3.
<i>Implementation of specialist Teaching Assistants (TAs) in subject areas.</i>	TAs play an important role in supporting students to achieve their full potential. By increasing TA subject knowledge in specialist areas, more intervention and support can be given within the classroom.	1, 2 and 5.

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

Budgeted cost: £ 88,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader Programme Lexia IDLS Programme and Licences to support dyslexic PP students 1:1 English Tutors</p>	<p>Students who enter KS3 with below-average literacy skills struggle to access the curriculum and struggle to make optimum progress at GCSE. Early intervention will increase students' literacy skills and confidence.</p>	<p>1</p>
<p>Online Maths Resource Hegarty Maths Numeracy Ninjas 1:1 Maths Tutors Options Maths groups at KS4 Level 3 Teaching Assistants Enrichment sessions Holiday Packs to support independent learning Revision guides Provide Scientific Calculator for all Y11 students Uses of Director led intervention activities based on Praising Stars and RAG data</p>	<p>Students who enter KS3 with low numeracy skills struggle to progress in maths and other numeracy-based subjects. Securing numeracy skills increases student confidence.</p>	<p>2</p>
<p>Careers Inc advice Support enrichment – individual music lessons Tailored Intervention Programmes provided through The Bridge and PLC – Anxiety and Resilience as well as curriculum support and catch up Peer Mentors</p>	<p>Students who display difficulties with their mental health and well-being often find it difficult to engage in all aspects of the curriculum and are often in receipt of Academy sanctions which impacts on attendance. Intervention is required to support these students to become resilient and successful learners.</p>	<p>3 and 4.</p>

Second Chance Initiative	Equipping young people with the skills they need to overcome social and emotional barriers in their lives that are holding them back from engaging in education and reaching their full potential. This model of intervention is proven to have a positive impact on outcomes for students such as reducing negative behaviour points, increasing attendance and reducing exclusions.	3 and 4
Targeted intervention based on available data Monitoring Praising Stars data for all year groups Reading Ages – Accelerated Reader Targeted intervention through The PLC and The Bridge	Students who have to isolate due to Covid-19 often find it difficult to make their expected level of progress when studying at home. Interventions are required to ensure that students are not disadvantaged by these circumstances.	5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Peer Mentoring</i>	Peer mentoring has shown to increase student aspirations, confidence, and resilience.. Students who feel a greater connection and sense of belonging to the Academy have higher attendance.	3 and 4.
<i>Breakfast Club</i>	The establishment of breakfast clubs at OAP has positively impacted student attendance, confidence, and self-esteem.	3 and 4.
<i>Attendance Support</i>	The employment of education welfare and attendance officers supports students and families to ensure that they can attend school regularly. Weekly attendance awards allow students to be praised.	3 and 4.

Total budgeted cost: £370,000

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.

Final Teacher Assessment grades for school leavers (2021) identified that students exceeded national expectations, making excellent progress across the curriculum. Internal 'praising stars' data identifies that current students are on track to exceed national expectations also. Targeted intervention has been put in place throughout the curriculum, however, due to continued school closures and isolation requirements, the impact of the Pupil Premium strategy from 2020-2021 could not be fully assessed.

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
N/A	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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