

## 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 Brumby
Number of pupils in school	795
Proportion (%) of pupil premium eligible pupils	38.2%
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	17 <sup>th</sup> September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Darren Smith
Pupil premium lead	Cath Lewis
Governor / Trustee lead	Sue Hague

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,475.98
Recovery premium funding allocation this academic year	£41,035
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	£324,510.98

## Part A: Pupil premium strategy plan

### Statement of intent

*Our ultimate objective for our disadvantaged pupils is to enable them to have the best life chances.*

*The strategy we have put in place will support these students academically, emotionally and pastorally. By ensuring that the best quality teaching is received in the classroom, the best possible intervention is received outside the main classroom, the best possible support for students wellbeing and promoting positive behaviour management in students we can drive their attainment and progress to provide the best life chances for them. Attendance is key to each support in place as unless a child is present we can not intervene and support them.*

*The key principles for our strategy are to include our disadvantaged students in every aspect of school life and to remove any possible barrier to them achieving through teaching, attendance, intervention, SEMH support and behavioural support. The academy as a whole will work tirelessly to ensure that any barriers to learning are removed to allow each child the best opportunity to achieve.*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>PP students in Y7 have entered the Academy with lower than expected standard literacy</i>
2	<i>PP students in Y7 have entered the Academy with lower than expected standard numeracy</i>
3	PP students as a group have less than 95% attendance and higher than national average PA
4	PP students achieve a lower attainment 8 score than none PP students
5	PP students achieve a lower progress 8 score than none PP students
6	PP students achieve a lower Basics 5+ than none PP students
7	PP students achieve a lower Basics 4+ than none PP students
8	Reduce exclusion for students for are PP
9	Support the SEMH needs of students who are PP

## 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>Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard literacy</i>	Pupils eligible for PP In Year 7 make at least the same progress in English than those not in PP
<i>Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard numeracy</i>	Pupils eligible for PP In Year 7 make at least the same progress in mathematics than those not in PP
Increase attendance and for pupil premium students who as a cohort are below the 95% benchmark for attendance. This in turn will lower the persistent absence of PP students	Increase the attendance of all PP students in line with or above national average for PP students (95.3%)
Reduce PA for students who are PP	Reduce the PA of students who are PP in line with or below national average for PP students (13%)
Increase the attainment 8 of PP students	Increase the average attainment 8 of PP students to reduce the gap between none PP students
Increase the Progress 8 of PP students	Increase the average progress 8 of PP students to reduce the gap between none PP students
Increase the Basics 4+ of PP students	Increase the percentage of PP students achieving Basics at 5+ to reduce the gap between none PP students
Increase the Basics 4+ of PP students	Increase the percentage of PP students achieving Basics at 4+ to reduce the gap between none PP students
Reduce exclusion for PP student	Utilise external agencies to support PP students who receive exclusions
Support SEMH of PP students	Monitor the SEMH of PP students utilising the SEMH tracker, counsellor and other agencies

## 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: £43,419.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to be provided to staff to support them to provide quality first teaching to students	EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving	1, 2, 4, 5, 6, 7
<i>Director support for planning, delivery and intervention providing structured support, in all subjects</i>	EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving	1, 2, 4, 5, 6, 7
<i>Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement in attainment and progress for students</i>	EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving	1, 2, 4, 5, 6, 7

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

Budgeted cost: £ 87,733.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use small group work, 1:1 support and targeted intervention to support PP students in literacy</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
<i>VMG group and additional Option core subject sessions</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7

<i>providing structured intervention</i>		
<i>TA support for students as a combination of 1:1 support in class and also small group support on interventions</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
<i>Online based programmes to support learners out of school interventions</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
<i>Revision materials provided to students to ensure they have equal opportunities to others</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
<i>121 tutors, employed by the academy, to support maths, English and Science progress</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
<i>SENCO and SEND Officer employed to allow Inclusion Officer and Inclusion Admin to focus on the support for other groups of students</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,3,4,5,6,7,8,9

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

Budgeted cost: £181,904.60

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
EWO monitors PP cohort along with other groups of students and supports parents and students to improve attendance and reduce PA	EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers	3

Enrichment clubs are in place to support and promote students social skills and wellbeing	EEF Toolkit – Wider strategy used to support students wellbeing	9
Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing or SEMH	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	8,9
Learning Manager in place for each year group to support students from a non academic perspective and ensure their safety and wellbeing	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	8,9
Careers support for all students with specific focus on disadvantaged groups to raise aspirations	EEF Toolkit – Wider strategy used to support students	9
Support PA students through music, providing wider experiences	EEF Toolkit – Wider strategy used to support students wellbeing and SEMH	9
Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements	EEF Toolkit – Wider strategy to support students by removing non-academic barriers	9
<i>Inclusion Coordinator to be in position to monitor and track groups of students and ensure that barriers to learning are removed</i>	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	1,2,3,4,5,6,7,8,9
<i>Counselling services available to students should they be required</i>	EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers	9

<i>External intervention providers to support student behaviour, wellbeing and SEMH and reduce exclusions</i>	EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers	8, 9
<i>Off site intervention support</i>	EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers	3, 8, 9
<i>Free breakfast - PP students receive a £1 free breakfast each day in order to ensure they are ready and focussed for learning</i>	EEF Toolkit – Wider strategy used to support students wellbeing by removing non-academic barriers	9

**Total budgeted cost: £ 429,442.43 (currently at 313,057.64)**





## 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.

*Centre assessed grades and in school tracking allowed the comparison of attainment, progress and basics from Y11 cohort 2020/21 comparative to Y11 cohort PP to non-PP*

*Attainment 8 improved for PP by 2.2 from 2019/20 to 2020/21*

*Progress 8 improved for PP by 0.45 from 2019/20 to 2020/21*

*Basics 5+ improved for PP by 2.1% from 2019/20 to 2020/21*

*Basics 4+ improved for PP by 2.4% from 2019/20 to 2020/21*

*The gap in Attainment of PP students against non-PP students across each year group was Y7 -3.49, Y8 -4.36, Y9 -5.54, Y10 -5.74. Although COVID restricted some of the usual PP support strategies that were possible and lockdowns had an effect on students PP students are achieving and continuing to achieve.*

*Attendance was lower and PA higher than national average for all students and for PP students, this remains a high focus for this academic year.*

*Exclusions were higher than both national average rate and local authority rate for all students. An increase in staffing in the Inclusion department means that a laser like focus can be placed onto these students and support can be implemented effectively and its impact monitored.*

### 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*

<b>Programme</b>	<b>Provider</b>
Careers advice and guidance for all students with additional support for PP and disadvantaged students	Careers Inc

## Service pupil premium funding

### No Service Pupils were on roll at Outwood Academy Brumby

*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)

*All groups of students, including PP students are monitored weekly for Year 11 and 6 weekly through a full data analysis for all students and cohorts of groups*