

Pupil premium strategy statement Outwood Academy Brumby

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	774
Proportion (%) of pupil premium eligible pupils	41.3%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	16.12.22
Date on which it will be reviewed	September 2023
Statement authorised by	Amber Bradley
Pupil premium lead	Cath Lewis
Governor / Trustee lead	Allen Ransome

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 297717.00
Recovery premium funding allocation this academic year	£ Nil
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£297,717.00

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 cannot 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 students.

Challenge number	Detail of challenge
1	PP students in Year 7 entered the academy with lower than expected standards in literacy
2	PP students in Year 7 entered the academy with lower than expected standards in numeracy
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	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
Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard literacy	Pupils eligible for PP In Year 7 make at least the same progress in English than those not in PP
Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard numeracy	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
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 out pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,959.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>CPD to be provided to staff to support them to provide quality first teaching to 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
<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: £ 285,067.44

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 subject sessions</i>	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
<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

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

Budgeted cost: £ 141,590.06

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

<i>supports parents and students to improve attendance and reduce PA</i>		
<i>Enrichment clubs are in place to support and promote students social skills and wellbeing</i>	EEF Toolkit – Wider strategy used to support students wellbeing	8
<i>Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing or SEMH</i>	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	8
<i>Learning Manager in place for each year group to support students from a non-academic perspective and ensure their safety and wellbeing</i>	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	8
<i>Careers support for all students with specific focus on disadvantaged groups to raise aspirations</i>	EEF Toolkit – Wider strategy used to support students	8
<i>Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements</i>	EEF Toolkit – Wider strategy to support students by removing non-academic barriers	8
<i>Inclusion Coordinator & Lead Learning Manager 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
<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
<i>Offsite intervention support</i>	EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers	3,8
<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	8

Total budgeted cost: £ 461,616.82

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>2021/2022 was the first year of examinations post COVID.</p> <p>Attainment 8 decreased for PP by 3.89 from 2018/19 to 2021/22</p> <p>Progress 8 decreased for PP by 0.15 from 2018/19 to 2021/22</p> <p>Basics 5+ decreased for PP by 12.5% from 2018/19 to 2021/22</p> <p>Basics 4+ decreased for PP by 4.9% from 2018/19 to 2021/22</p> <p>The gap in Attainment of PP students against non-PP students across each year group was Y7 - 3.13, Y8 -2.82, Y9 -3.84, Y10 -3.94. These gaps are all lower than last year.</p> <p>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.</p> <p>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.</p>
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Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Lexia	Renaissance Learning
Sparx	Sparx
Careers Advice	Progress Careers

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
N/A
<p>The impact of that spending on service pupil premium eligible pupils</p>
N/A

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