Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 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 Bydales
Number of pupils in school	808
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers	2022-25
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Rob McGreal, Principal
Pupil premium lead	Steven Clayton, Assistant Principal
Governor / Trustee lead	Patricia Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,124
Recovery premium funding allocation this academic year	£41,124
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	£190,248

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. This will allow our pupils to be ready to take their next steps onto appropriate courses, training or employment post 16.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those acting as a young carer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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) careers programme

e) parental engagement

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Pupil Premium students' attendance rates are below their peers. They also have a higher rate of persistent absenteeism (PA) than their peers.
2	Aspiration - Disadvantaged students often start the academy with lower aspirations than other students at the academy.
3	Low literacy levels - Pupil Premium students have a lower starting point in terms of their literacy than their peers. 10% of the current Y7 entered the Academy below the age related expectations in reading compared to 26% of the pupil premium cohort. This does not just apply to Year 7 but also across the range of ages at the academy.
4	Low numeracy levels - Pupil Premium students have a lower starting point in terms of their literacy than their peers. 12% of the current Y7 entered the Academy below the age related expectations in numeracy compared to 26% of the pupil premium cohort. This does not just apply to Year 7 but also across the range of ages at the academy.
5	PP students often have less access to cultural experiences, which hinders their understanding of the wider curriculum and contextual learning
6	Pupil premium pupils achieve a lower level of attainment and make less progress than non-pupil premium pupils.
7	Nationally, suspensions for pupil premium students is higher than non-pupil premium students, with more pupil premium students becoming repeat offenders than their peers.

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
To further improve the attendance of pupil premium students to ensure that as a cohort it is at least in line with the national average for secondary students	The overall absence rate for all pupils being no more than 5% The attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 5%. The percentage of all pupils who are persistently absent being below 15% The PA figure for disadvantaged pupils being no more than 10% above their non-disadvantaged peers.
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 and progress to higher education or a quality alternative.	All pupil premium students will participate in at least one career event each academic year. All Y11 pupil premium students attend at least one career appointment. We will aim for there to be 0 NEET students at the academy, and for courses to be appropriate next steps for all students.
Continue to improve reading comprehension among pupil premium pupils across KS3 and KS4 using our literacy intervention strategy	The proportion of students with a reading age below their chronological reading age reduces each academic year.
Continue to improve numeracy levels among pupil premium pupils across KS3 and KS4, including use of 121 tuition where required	Increase in pupil premium students progress in mathematics, P8 data for mathematics is at least in line with all students nationally
Provide a plethora of experiences across our curriculum areas that drive forward confidence and aspirations and remove any barriers to access to these such as cost	Attendance and participation data for Pupil premium students in enrichment activities, such as after school clubs, participation in student council and attendance to trips and events to be equivalent to that of non-disadvantaged.
Developing team leaders' knowledge and understanding of the barriers to learning for some pupil premium students.	KS4 outcomes demonstrate that: cohort performance of low prior attainment pupil premium students at the academy least matches that of lower prior attainment students nationally

Commit curriculum L&P time to develop specific classroom strategies and implement these across the team so that pupil premium students make progress at least in line with all students nationally	cohort performance of middle prior attainment pupil premium students at the academy least matches that for middle prior attainment students nationally cohort performance of high prior attainment pupil premium students at the academy least matches that of high prior attainment students nationally
To sustain high-quality behaviour support and interventions for all pupils, including pupil premium students	Reduction in the number of suspensions for pupil premium students, without the lowering of expectations on acceptable behaviour within the Academy. Figures to be below those nationally.

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: £55,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a new home learning strategy that is integral to the curriculum and linked to retrieval over time. Support this by running homework clubs for students who may need further resources to complete this.	EEF research states that appropriate homework can add 5 months progress in secondary schools. The emphasis is on quality not quantity.	3, 4 and 6
High quality training and CPD opportunities, including NPQs, for leaders across the academy to develop their excellence in areas including literacy and behaviour and culture.		1, 3, 4, 6 and 7
Additional classes in core subjects at KS4	Smaller group sizes improve progress and attainment, EEF research shows it can add 2 months progress.	3, 4, and 6
Further enhance quality first teaching to ensure the progress of vulnerable groups is in line with their peers	Quality first teaching is essential to supporting all students

'Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils'. EEF *Guide to the Pupil Premium* | 3, 4 and 6 |

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

Budgeted cost: £52,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF research states this can add 5 months progress and plays a pivotal role in our support for pupil premium students.	3, 4 and 6
After school sessions to provide targeted additional academic support across the curriculum delivered by subject experts. Transport provided where necessary.	Definite link seen between attendance in previous years and outcomes EEF research states this can add 3 months progress through extending school time	3, 4 and 6
Small group work to develop literacy skills through resources such as phonics, Lexia, Ruth Miskin and Accelerated reader	EEF identified small group work as an appropriate tool to accelerate progress over a shorter time frame. Evidence suggest progress can be accelerated by up to 4 months for small group work, 5 months for use of phonics interventions and 6 months for reading comprehension	3 and 6

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

Budgeted cost: £81,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for disadvantaged students whose attendance is low or within persistent absentee range whilst embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1 and 6
Develop the role of our Thrive practitioner, all Teaching Assistants; ensuring SEMH specific needs are met	Wellbeing of students receiving support from Thrive practitioners showing improvement through scheduled evaluations.

EEF research states that behaviour interventions can add 3 months progress for secondary schools | 1 and 7 |
| Develop the role of our inclusion administrator. | EEF research states that behaviour interventions can add 3 months progress for secondary schools | 1, 2, 3, 4 and 7 |
| Develop our elective and enhancement curriculum to provide cultural experiences and enriching opportunities | Widening cultural experiences helps to remove barriers and give students the capital to succeed

As part of an extended school day including participation in arts or physical activity this can support faster progress | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £190,248

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 2022 to 2023 academic year.

Data correct as of October release of provisional data, not including some successful remarks

Aim	Outcome
Progress 8 Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	P8 for disadvantaged students was -0.45 *Whole school figure: +0.11
Attainment 8 Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	A8 for disadvantaged students was 37.22 *Whole school figure: 51.96
Percentage of students achieving basics 5+ Achieve national average 5+ scores for similar schools	21.74% achieved Basics 5+ including English and maths. *Whole school figure: 61.7%
Other Close the achievement gap of 5+ basics between PP students and Non-PP	PP students achieved 21.7%. Non PP students achieved 67.5%. GAP = 45.8% *2021-22 Gap: 35.1%
Ebacc entry Close the gap of students studying Ebacc of PP students compared to Non-PP students.	PP students studying Ebacc 53.8%. Non PP students studying Ebacc was 76.8%. GAP = 23% *2021-22 Gap: 13.5%
Attendance Improve attendance and achieve attendance above national average	Attendance figure for PP students was 88.9% Attendance for all students was 92.51%
Progression Ensure students progress to appropriate post 16 provision	We had no NEET students for 2022-23 as per our own internal tracking

As demonstrated in the above table, the outcomes we aimed to achieve in our strategy by the end of 2022-23 were not fully realised. Our assessment of the reasons for this point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, the impact of full and partial closures 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 use of online resources such as those provided by Oak National Academy.

Delving more deeply into our pupil figures, discounting from progress data the outcomes of 4 students who didn't fully engage with school, the P8 score for pupils in receipt of Pupil Premium funding increases to +0.09. This demonstrates that the students who regularly attend Outwood Academy Bydales benefit from the quality first teaching and interventions we offer and put in place, however, we understand we must work towards improving attendance for all to remove this barrier.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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