

Pupil premium strategy statement

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
School name	Outwood Academy Bydales
Number of pupils in school	809
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Seana Rice, Principal
Pupil premium lead	Steven Clayton, Assistant Principal
Governor / Trustee lead	Patricia Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,817
Recovery premium funding allocation this academic year	£43,884 (confirmed)
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	£219,701

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.

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.

In the first instance we will use high quality teaching as the most effective way to close the attainment gap between students from disadvantaged backgrounds and their peers. To identify the most appropriate further interventions for students eligible for support from Pupil Premium funding, it is expected that all teaching staff address underperformance for pupils in their classrooms and record steps taken to address this which are then discussed in weekly curriculum conversations. Should the need arise that further intervention is required to improve student progress, subject leaders will discuss proposed actions with their line managers. Decisions on next steps will be taken as a result of this consultation and the relevant Pupil Premium funding applied. To access these interventions school procedures should be followed by all staff. In all cases assessment information should be used to determine the need for interventions.

Challenges

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

Challenge number	Detail of challenge
1	<p>Developing team leaders' knowledge and understanding of the barriers to learning for some disadvantaged students.</p> <p>Commit curriculum L&P time to develop specific classroom strategies to close the attainment gap for disadvantaged students and implement these across the team.</p>
2	<p>Balancing the bespoke approach to a disadvantaged curriculum with breadth of coverage.</p> <p>Strategies are derived from analysis of data and conversations with students, teachers and families. KS3 students are identified for additional maths and English lessons to ensure they have the basic literacy and numeracy required to access the wider curriculum.</p>
3	<p>Poor attendance reduces opportunities to engage in quality first teaching, extra curricular activities and makes ensuring the safety of students more challenging.</p>
4	<p>Transport costs, costs of trips and visits can present an obstacle to disadvantaged students participating in extracurricular activities.</p> <p>PP lead, along with a member of the Deeps team organises and assigns students to after school sessions through liaising with team leaders and considering individual students' needs.</p>
5	<p>Students accessing 1:1 could miss valuable lesson time.</p>
6	<p>Despite strategies and intervention, engagement of the families of our disadvantaged students could remain low.</p> <p>Ensuring students and their families have aspirational and realistic plans for post year 11 destinations.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	2022-23 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> ● an average Attainment 8 score of at least 45 ● an average Progress 8 score which is above 0 ● an EBacc average point score of at least 4 Achieve position in the top quartile for progress made by disadvantaged pupils amongst similar schools.
Improved reading comprehension among disadvantaged and service pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2022/23 demonstrated by <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● All disadvantaged students offered a trip or visit. ● All disadvantaged students in y11 secure appropriate and aspirational destination plans - 0 NEET.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022-23 demonstrated by: <ul style="list-style-type: none"> ● 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% their non-disadvantaged peers.

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: £36895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhance quality first teaching to ensure the progress of vulnerable groups is in line with their peers	<p>Actions completed based on SLT DA/SEN student mentor programme.</p> <p>School QA records.</p> <p>Attendance at independent after school revision sessions as led by HHN.</p> <p>Progress and attainment figures.</p>	1 and 2
High quality training and CPD opportunities for middle leaders across the academy to develop their excellence in leading the curriculums (intrinsic, academic, enhanced and elective).	<p>Actions completed based on SLT Line Management meeting records.</p> <p>Impact from L and P sessions being seen in classrooms during QA routines</p>	1 and 2

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

Budgeted cost: £80515

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.	4 and 5
After school sessions to provide targeted additional academic support across the curriculum delivered by subject experts. Transport provided where necessary.	Attendance at enrichments. Improved engagement figures in routinely scheduled student surveys	3 and 4
Appointment of a SEMH Teaching Assistant	Improved engagement in learning seen during SLT and SENCO Learning Walks	2 and 6
Appointment of an inclusion administrator.	Reduction in behaviour sanctions and rescheduling numbers.	2, 3, 5 and 6

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

Budgeted cost: £112310

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.	3 and 6
Further enhancement of the Elective Curriculum to ensure disadvantaged students have access to enriching opportunities and experiences.	Attendance figures at bespoke, compulsory and non-compulsory after school enrichment sessions. Student, staff and parental voice surveys	3 and 6
Trips and visits	Increased number of trips out of school for all students	4
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: £229,720

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 2021 to 2022 academic year.

Aim	Outcome
Progress 8 Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	P8 for disadvantaged students was -0.63
Attainment 8 Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	A8 for disadvantaged students was 41.89
Percentage of Grade 5+ in English and maths Achieve average English and maths 5+ scores for similar schools	35.9% achieved Basics 5+ including English and maths
Other Close the gap of students achieving Basics (C+/5+) of PP students (56.3%) compared to Non-PP students (78.6%)	PP students achieved 35.9% Non PP students achieved 72.9%
Ebacc entry Close the gap of students studying Ebacc of PP students (56.3%) compared to Non-PP students (82.5%)	PP students studying Ebacc 61.5% Non PP students studying Ebacc was 75%
Attendance Improve attendance to national average	Attendance figure was 95.5%

As demonstrated in the above table, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 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, partial closure 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.

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