

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 Normanby
Number of pupils in school	734
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mark Robinson/ Emma Beaumont
Pupil premium lead	Lucy Murphy
Governor / Trustee lead	Paul Craster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411,565 (estimated)
Recovery premium funding allocation this academic year	£109,848 (Covid recovery)
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	£ 521,413

Part A: Pupil premium strategy plan

Statement of intent

The key objective of our Pupil Premium Strategy Plan is to improve the life chances of disadvantaged students by ensuring that they have the same opportunities and access to resources as non-disadvantaged students.

The academy puts a significant emphasis on inclusion to ensure all students can access the curriculum and achieve. This strategy will support students academically, pastorally and from an emotional, mental health perspective, which is paramount in the current climate. We believe it is the responsibility of all staff for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

We appreciate that good or better teaching makes a disproportionately positive impact on our disadvantaged cohort, therefore our application of the Pupil Premium funding is to enhance teaching in the first instance and tailor support to quickly eradicate other barriers students may face. We do not offer a blanket approach for much of our intervention - different students require different forms of additional support. We find a bespoke approach achieves the best outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Attendance is below national average
2	Reading ages for many are below chronological age
3	Progress for students in core and EBacc subjects is below national benchmark
4	Suspensions and consequences are high, impacting on learning of a minority
5	Parental engagement for key students needs to improve
6	Wellbeing/emotional and self-confidence issues are impacting on student progress

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
Improve attendance towards the national average.	Attendance figures including persistent absence will be in line with national figures - 95% or higher.
Students become independent and resilient readers.	Reading ages increase and are in line with chronological age. Evidence through Accelerated reading data, a successful reading programme launched in English lessons, and Ruth Miskin Phonics programme completion.
Outcomes for student progress in core subjects improve	Progress scores are 0, in line with the national average, closing the attainment gap between PP and non PP students.
Suspensions, detentions and consequences are reduced.	All measures for PP students are in line with non PP students. Reduction in figures compared to the year previous.
Parental Engagement improves	Attendance of parents' evening and reintegration meetings improve.
Students have improved mental wellbeing and self confidence.	Successful collaborations with supporting agencies, such as Mind or Camhs and other internal and external interventions..

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: £106,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular learning walks with constructive feedback to ensure high standards. Subject director support.</p> <p>Use of Classcharts, Edukey and oCloud to aid teacher knowledge of student needs.</p> <p>Use of Rosenshine’s Principles as a whole school initiative -chunking, modelling, recall, small steps, guide student practice, check for student understanding, obtain a high success rate, provide scaffolds for difficult tasks, and independent practice.</p> <p>Visualisers in each classroom to enable teacher modelling and sharing student work. Reciprocal reading and explicit teaching of Tier 2 vocabulary</p>	<p>Learning walks support whole-school improvement, and/or provides evidence for a school improvement plan.</p> <p>https://schoolleaders.thekeysupport.com/staff/performance-management/lesson-observations/how-plan-learning-walk/</p> <p>Edukey, is an online provision mapping tool which allows us to record, in one place, the special ‘additional to and different from’ provision, as described in the SEND Code of Practice, that is made for the children and young people in your setting. Allowing the appropriate interventions to take place. https://www.edukey.co.uk/blog/</p> <p>Rosenshine’s Principles of Instruction are based on three sources of research which support their efficacy. They help improve teacher performance by applying the most effective strategies of teaching when the main objective is to master a skill or a piece of knowledge. https://bedrocklearning.org/literacy-blogs/benefits-of-using-rosenshines-principles-of-instruction/</p>	<p>2 and 3</p>

<p>Introduction of Five Pillars to support students to engage with their learning and make links between content and skills. Use common language so that students recognise how they learn and take ownership of their learning.</p>	<p>Mastery Learning Education Endowment Foundation EEF Metacognition and self-regulation Education Endowment Foundation EEF</p>	
<p>Employment of Numeracy and literacy TA specialised to support the different elements of the curriculum. To provide interventions across year groups- 7 upwards.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2 and 3</p>
<p>Weekly CPD for teaching staff</p> <p>Opportunity to access NPQ qualifications to support progression and succession management.</p> <p>Ruth Miskin Fresh Start Phonics training for Reading Leader and cascaded to TAs.</p> <p>Online Flick Training - regular updates for key policies.</p> <p>Director training for subject specialist input</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between PP and non PP students.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while as effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction.</p> <p>What are the characteristics of effective teacher professional development? A systematic review and meta-analysis Education Endowment Fund EEF</p>	<p>2 and 3</p>

	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £130,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased one-to-one tutors in maths, English and science to support students with gaps in knowledge and key skills.</p> <p>Core subject form classes for Y11 to embed prior learning and additional core teaching time.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 and 3.
<p>We have increased the number of sets within year groups, this has allowed smaller teaching groups and more in class interventions to take place and support of closing the pp attainment gap.</p>	<p>Using group theory, Finn et al. (2003) argue that students in small classes are more visible and more likely to engage in learning and social behaviours during class. Conversely, large classes permit students to reduce their visibility. Also, smaller classes encourage participation or</p>	2 and 3.

<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183364/DFE-RR169.pdf</p>	<p>interaction as students may receive more support from classmates. Because social and academic interactions are the focal point of higher education, these classroom dynamics are critical to positive learning outcomes (Demaris and Kritsonis, 2008).</p>	
<p>Accelerated Reader delivered to Y7-9 - one hour per week during English lessons.</p> <p>Reciprocal reading for groups that cannot access independent reading.</p> <p>Literacy classes timetabled for students in Y7 and 8 with low literacy levels.</p> <p>Lexia programme to raise literacy levels.</p> <p>Keyword displays in classrooms</p> <p>Word of the Week delivered in tutor time</p> <p>LRC used for homework club every night after school supported by the librarian and TAs.</p> <p>New LRC manager to raise the profile of reading - competitions, prizes, tracking AR and supporting interventions.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading Comprehension Strategies Education Endowment Fund EEF</p>	<p>2 and 3.</p>
<p>Designated member of staff appointed to DEEP role to drive the raising of literacy across the academy with a focus on reciprocal reading and Tier 2 vocabulary. Embedding reading approaches and strategies into the tutor programme.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 3.</p>
<p>Y11 academic enrichment - one hour per day after school</p>	<p>The EEF believes enriching education has intrinsic benefits. All children,</p>	<p>3.</p>

delivered by subject specialist teachers.	including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. That enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
A range of software purchased to support students with 'out of lesson' learning - Sparx, Hegarty, GCSE Pod, Accelerated Reader.	Using Digital Technology to Improve Learning Education Endowment Fund EEF	3.

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

Budgeted cost: £319,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance team with additional appointments.</i> Increased capacity to make house calls, support families and pursue ACCs for persistent absentees.	Attendance interventions are delivered to students and/or parents. New knowledge/support/ skills. Short term outcomes - behaviour change of the student (increased attendance at school/reduced absenteeism). Long term outcomes/ impact - improved attainment and improved social, behavioural and youth justice outcomes. DFE - Working together to improve school attendance https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1667392398	1

<p><i>Appointment of a DEEP role for Attendance.</i></p> <p>Raise the profile of attendance through rewards schemes, parental engagement, promotion through social media and tutor/SLT mentoring.</p> <p>Attendance discussion weekly in tutor time - recorded in student planners and on signage around the academy.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1667392398</p>	<p>1</p>
<p><i>Appointment of a DEEP role for Mental Wellbeing.</i></p> <p>Additional capacity to support mental health and raise the profile within school. Tutor and whole school activities to get students to gain a wider understanding.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Which in turn will enhance the attainment of our students and the progress they make on their secondary journey.</p> <p>Children and Young People's Mental Health Coalition - Promoting children and young people's mental health and wellbeing</p>	<p>6</p>
<p>Learning managers are allocated to each year group. Their role is to track and effectively intervene in all pastoral and progress areas. They work with the attendance team to improve attendance and the SLT and Inclusions teams to challenge underachievement and support changes in behaviour. They are instrumental in supporting students with SEMH and communicate with parents/carers daily with regards to student welfare.</p>	<p>Healthy Minds Education Endowment Fund EEF</p> <p>Promoting and Supporting Mental Health and wellbeing in Schools and colleges Department for Education</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 3, 4, 5 and 6.</p>

<p>The personalised learning centre and bridge are designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on an individual basis to reintegrate them back into mainstream lessons on a full time basis. A Bridge and PLC Manager support these students in addition to any designated TA support.</p> <p>Educational Psychologist to support the identification of specific needs.</p>	<p>Healthy Minds Education Endowment Fund EEF</p> <p>Promoting and Supporting Mental Health and wellbeing in Schools and colleges Department for Education</p>	<p>1 and 4.</p>
<p><i>Opening of the PDC</i> A facility to support our students who are struggling to access the mainstay curriculum and lessons.</p>	<p>British Educational Research Association - the evidence of the impact of pastoral care.</p>	<p>3 and 4.</p>
<p>Pastoral support offices are allocated to support learning managers with the day to day tasks. They work with the attendance team to improve attendance, support with home visits and attainment in school.</p>	<p>Pastoral care: a whole school approach to creating the ethos of wellbeing that culminates in better engagement and improves academic achievement of learners.</p> <p>British Educational Research Association - the evidence of the impact of pastoral care.</p>	<p>1, 4 and 5.</p>
<p><i>Onsite careers advisor:</i> Careers support our students to make informed choices about their next steps. With a priority list of students including PP. Holding interviews with individuals to</p>	<p>Offering careers guidance can not only help pupils make more informed decisions, it can inspire them to achieve new goals. With more developed career-planning skills, pupils are inevitably more confident about making their post-16 choices, with a</p>	<p>6.</p>

<p>allow them to discuss options for post 16.</p>	<p>firm understanding of the requirements needed to pursue certain courses.</p> <p>Benefits of Career Advice .</p>	
<p><i>The Brilliant Club.</i> To support students from less advantaged backgrounds to access the most competitive universities and succeed once arrived.</p>	<p>The Brilliant Club serves to transform university from a word to a reality for underrepresented pupils.</p> <p>The Brilliant Club Programme</p> <p>Brilliant Club Impact Statement 2020-21</p>	<p>3 and 6.</p>

Total budgeted cost: £556198

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.

Targeted academic support strategies were well designed and well attended. This has led to an improvement in 2022 of over 10% at both 4+ and 5+ mathematics for example, and similarly an improvement of 10% in English at 5+ compared to 2019. The next step is to use the intervention at an early stage to ensure the gap between disadvantaged and non-disadvantaged students continues to close.

The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had and used to thrive throughout their exam period. Attendance is still a challenge and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance.

The teaching strategy was well implemented, understood by all and created an environment where the class teacher could unpick how the socio-economic challenge had impacted the student as a learner. The staff body was well equipped to use a range of strategies to support the individual learner. This created a positive and professional relationship and working environment where the students could flourish. This has led to the continuation of the teaching approach of the strategy. To encourage students to have a deeper understanding of their learning we are beginning a five pillars initiative.

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
GCSE Pod	
Sparx	
MIND Counsellor	

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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