

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 in addition the pupil premium strategy for 2023 to 2024, 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 City Fields
Number of pupils in school	853
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	3 2022-2023 2023-2024 2024-2025
Date this statement was published	15 December 2023
Date on which it will be reviewed	24 September 2024
Statement authorised by	Michelle Colledge-Smith
Pupil premium lead	Catherine Allsop
Governor / Trustee lead	Michael Devaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,103.00
Recovery premium funding allocation this academic year	£74,658
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 389,138.84
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve across the curriculum, in addition we will work to provide students with key skills they need for lifelong learning and a healthy participation in the wider world.

Our focus is to support disadvantaged students to achieve that goal. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Students improve their reading and literacy skills (reading, writing, oracy), specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects.

Students improve their numeracy skills during KS3 to achieve 5+ or better in English & Maths in Year 11.

To improve and support attendance figures for all Pupil Premium students. Reduce the number of persistent absentees.

Increase the number of parents/carers engaging in supporting Pupil Premium Students education to promote better education and outcomes.

To support Pupil Premium students Social, Emotional & Mental Health needs (a recognised area of concern following the recent pandemic).

To increase student aspirations and experiences of the wider world.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - The rates for Pupil Premium Students are below their peers. They also have a higher rate of persistent absenteeism (PA) than their peers.
2	Low levels of literacy - Pupil Premium students have a lower starting point in terms of their reading than their peers. Current Y11 have a KS2 reading score of 100 - below expected levels, the PP students starting point is 99 - significantly below expected levels, the Persistent Absentee students starting point is 96 . This does not just apply to year 11 but also across the range of ages.
3	Low levels of numeracy - Pupil Premium students have a lower starting point in terms of their numeracy than their peers. Current Y11 have a KS2 numeracy score of 103, the PP students starting point is 103, Persistent Absentee numeracy score is 100. This does not just apply to year 11 but also across the range of ages.
4	Parental support is hampered by a number of factors; <ul style="list-style-type: none"> ● Access to the internet and suitable technology ● Engagement with technology ● Language barriers (52% of PP students are identified as EAL in Y11 (First language is not English), however a greater number of students have English as their first language but their parents/carers do not). Y10 - 58%, Y9 - 44% , Y8 - 49% , Y7 - 49%
5	More young people have become social skill deficient in a number of areas: <ul style="list-style-type: none"> ● Basic Communication Skills ● Empathy and Rapport Skills ● Resilience ● Interpersonal Skills ● Problem Solving Skills ● Accountability Our goal is to aid students in building these skills and others so that they thrive in society.

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 engagement in reading	Greater number of boys accessing the LRC 50% of cohort to show improvements in STAR test scores
Improve reading ages	70% of the cohort to improve reading ages
Increase Maths knowledge	Close the learning gap between identified catchup students and students who achieved expected standards
Increase aspirations	Close the gap between disadvantaged students and non-disadvantaged students at 5+
Improve attendance	Reduced number of students PA. Increase the overall attendance of PP students so that we close the gap with the national average.

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

Budgeted cost: £ 92,487.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality of teaching and learning. CPD on quality first teaching based on the strategies that work with Pupil Premium students. ACE, SEND, SEMH and Trauma informed practice implemented across the school to all staff.</p>	<p>Quality first wave teaching is essential to support all students and staff. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period.</p> <p>Implementation: Set strategies for staff agreed by departments Consistent messages shared with students L&P used to review practices and share best practice Coaching used to build confidence Trauma Informed Practice development sessions</p> <p>Outcomes: Student attendance is improved Student outcomes and their accessibility to learning is improving Reduced incidences of poor behaviour Differentiation is used effectively so students can access learning at their level Narrowing of the gap between PP and Non-PP students Increased engagement</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Feedback from Middle Leaders & Senior Leaders Improved achievement outcomes</p>	<p>1, 2, 3</p>
<p>Additional English & Maths classes</p>	<p>Smaller group sizes and option groups improve progress and attainment by around 2+ months.</p> <p>Catch up interventions help to close the gap and narrow the divide on literacy skills in Pupil Premium students also additional support is provided to make sure they are making progress.</p> <p>Implementation: Consolidation - Year 11 to have focused consolidation time. This is led by Head of Department and nominated experienced staff. Literacy lessons for KS3 - Year 7-9 have literacy lessons which sit under the MFL lessons</p>	<p>1, 2, 3</p>

	<p>Outcomes: Student outcomes and their accessibility to learning is improving Reduced incidences of poor behaviour as students are engaged in accessible learning opportunities Differentiation is used effectively so students can access learning at their level Narrowing of the gap between PP and Non-PP students Increased engagement</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Feedback from Middle Leaders & Senior Leaders Improved achievement outcomes</p>	
Subscriptions and Services Dr Frost Maths Educake Accelerated Reader MyOn Twinkl Edukey	<p>Improves progress and engages students and families with learning. Dr Frost Maths supports a visual way of gaining new Maths skills, learning can also be continued and accessed at home. Educake supports progress in Science and checks for understanding. MyOn and Accelerated Reader offer students accessible ways to engage with text and reading.</p> <p>Setting homework and extended learning packages can have 4+ months impact.</p> <p>Implementation: Selection of Effective Tools - We have carefully chosen software tools that are evidence - based and have demonstrated positive impacts on student learning and engagement. Each week students in Y7-11 are shared a set piece of homework linked to their ability and area of focus. Homework club to help support students Weekly review of achievements by teachers Trust homework league</p> <p>Outcomes: Improved understanding and knowledge of Maths/Science/English Build up of skills and routines Improved practice Enhanced engagement</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Feedback from Middle Leaders & Senior Leaders Improved achievement outcomes Completion rates of tasks set</p>	1,2,3,4,5
Director Support	Guidance and support from directors (experts in their field) within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for Pupil Premium students. Directors support teachers and leaders by developing teacher expertise and creating tools and professional	2, 3

	<p>development to enhance student knowledge and understanding.</p> <p>Implementation: Subject Directors will be assigned to specific subject areas and will work collaboratively with teachers and Heads of Department to ensure the following: Curriculum Enhancement - Subject Directors will leverage their subject-specific expertise to enhance curriculum content and design Pedagogical Guidance - Subject Directors will provide guidance on effective teaching strategies, and build a culture of professional development Data-Driven Insights - They will analyse student performance data to identify trends, learning gaps, and areas that require targeted intervention Collaborative Planning and resource allocation - Collaboration between Subject Directors, teachers, and Heads of Department will be encouraged to create cohesive and impactful strategies and resources that span across grade levels and subject areas.</p> <p>Outcomes: Improved understanding and knowledge of Maths/Science/English/MFL/Humanities Review of teachers skills and routines Improved practice from teachers to leaders Enhanced engagement as students are catered for Informed and standardised provision</p> <p>Monitoring and Evaluation: Feedback from Student Voice Analysis of Key indicator Pieces Feedback from Staff Voice Feedback from Middle Leaders & Senior Leaders Improved achievement outcomes</p>	
<p>After school sessions & Holiday sessions</p>	<p>Students engaging outside of the normal school hours especially for Y11 promotes an increase of 3+ months. It strengthens students' confidence and ability to recap and recall effectively. Research indicates that additional learning time, such as after school and holiday sessions, positively affects student achievement (Cooper et al., 2006).</p> <p>Implementation: Homework club to help support students Enrichment programmes on offer to create and inspire outside of the traditional curriculum Recap and recall opportunities Planning of key activities around themes and topic On occasion focus on targeted approach</p> <p>Outcomes: Improved understanding and knowledge of Maths/Science/English/MFL/Humanities</p>	<p>1, 2, 3</p>

	<p>Build up of skills and routines Improved practice and confidence Enhanced engagement Improved mental resilience Development of relationships between students and staff Personalised support</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Review of numbers attending sessions Improved achievement outcomes Completion rates of tasks set</p>	
<p>Enhanced opportunities - Trips/Music/Materials</p>	<p>Enrichment of the curriculum for students who otherwise would not be able to experience new things - motivate and inspire children. Learning to play a musical instrument improves attainment across subjects and also motivates and inspires children. Arts participation EEF</p> <p>Equity and Inclusion: Providing access to enrichment activities is particularly important for disadvantaged students to ensure equal opportunities (Gibson and Asthana, 2017). These experiences can mitigate the gap between different student groups and promote inclusivity.</p> <p>Implementation: Planning of key activities around themes and topic and key parts of the year Selective trips to inspire and encourage growth Offer of wider opportunities Links to cultural/sporting/performance opportunities</p> <p>Outcomes: Build up of skills and routines Broaden horizons Improved practice Enhanced engagement Wider opportunities for growth Create a sense of awe and wonder Improved mental well being</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Review of numbers attending sessions Improved achievement outcomes Improved attendance</p>	<p>1, 4, 5</p>
<p>Educational Material - including DT resources, basic equipment for students</p>	<p>Provision of material for children who otherwise would not have access in order to enhance learning.</p> <p>Implementation: Planning of key activities around themes and topic and key parts of the year such as Dawali, Christmas, Eid</p>	<p>1, 4, 5</p>

	<p>Selective trips to inspire and encourage growth - reward trips for Y7-9 Offer of wider opportunities such as theater trips and sporting events Planned and calculated activities to provide broad and balanced activities for all students to engage in.</p> <p>Outcomes: Broaden horizons and world understanding Improved practice in design technology Enhanced engagement in the Arts and Performance Wider opportunities for growth Create a sense of awe and wonder Improved mental well being</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Review of numbers attending sessions and trips Improved achievement outcomes Improved attendance</p>	
CPD Maths Mastery Voice 21 Trauma Informed Practice ACEs training Teach First Ruth Miskin Training Positive Behaviour Handling Safeguarding Educational School Based Avoidance	<p>Subject development and mastery improves teaching styles and understanding and the impact is around 2+ months. Staff CPD can support students in making 4+ months of progress.</p> <p>Implementation: Planning of key activities around themes and topic and key parts of the year such Mental Health week, Numeracy activities - Pi day Focus on different types of CPD to support staff stage of career and not blanket CPD Choose partner opportunities/provision - NIoT Training sessions for staff during Learning and Performance time. Calendared training to support staff progress</p> <p>Outcomes: Improved practice of staff Improved mental well being of staff through positive development Better student guidance and development strategies Increased teacher retention Improved attendance due to feeling encouraged</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Staff Voice Improved achievement outcomes as staff are well trained Improved attendance of staff and therefore students due to strong staff presence</p>	3

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

Budgeted cost: £ 102,836.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Intervention sessions</p> <p>121 Maths, English & Science tutors</p> <p>Tutors groups for Maths, English and Science</p>	<p>Additional support for students to increase progress and attainment. Students who received individualised support are said to accelerate their progress by +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Implementation:</p> <ul style="list-style-type: none"> Planning of key activities/gaps to strengthen basic knowledge and understanding Curriculum alignment of tutoring Skill reinforcement and practice Building of positive/proactive relationships Small groups mapped effectively to reduce cross over <p>Outcomes:</p> <ul style="list-style-type: none"> Improved mental well being and positive development through confidence building Better student guidance and development strategies Transferable skills across subjects and disciplines Accelerated Progress Improved attendance due to feeling encouraged <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> Feedback from Student Voice Feedback from Staff Voice Analysis of results over time and based on starting point 	<p>1, 2, 3, 5</p>
<p>Alternative Provision</p>	<p>Support for children who need to be reintegrated back into school or that the constraints of school is currently a barrier to learning academically, socially or emotionally. Tailored Learning Plans can provide customised learning plans that cater to the specific needs and interests of each student, leading to improved engagement and outcomes (Leighetal., 2020).</p> <p>Implementation:</p> <ul style="list-style-type: none"> Building of positive/proactive relationships Selection of appropriate provisions to support student success, vocational, smaller setting, SEMH related Regular monitoring of provision Share curriculum links to provision <p>Outcomes:</p> <ul style="list-style-type: none"> Improved mental well being and positive development through success and 	<p>1, 2, 3, 5</p>

	<p>provision intervention</p> <p>Transferable skills from provision to school</p> <p>Improved attendance due to feeling encouraged</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice</p> <p>Feedback from Provision Voice</p> <p>Analysis of behaviour over time and based on starting point</p>	
<p>Small group work that focuses on Phonics, Spellings, handwriting and fundamental literacy and numeracy skills.</p> <p>Peer Reading</p> <p>Speech and Language specialist</p> <p>Library Support</p>	<p>Literacy support to improve progress across all subjects. Using peer mentors to support this process enables students to work with older students to develop their reading abilities and confidence. Extra reading is said to accelerate student progress by +5 months. The Peer mentor support with reading to students during tutor time once a week.</p> <p>What Works database</p> <p>Implementation:</p> <p>Building of positive/proactive relationships</p> <p>Selection of appropriate provisions to support student success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring in lessons</p> <p>Share curriculum links to platforms such as MyOn, Twinkl or Flash Academy</p> <p>Strong links to other year groups and primary schools</p> <p>Outcomes:</p> <p>Improved mental well being and positive development through success</p> <p>Transferable skills</p> <p>Improved attendance due to feeling encouraged</p> <p>Improved outcomes by the end of the key stage</p> <p>Developed confidence and independence</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice</p> <p>Feedback from Leading role Voice</p> <p>Observations from Lead and SENDco</p> <p>Analysis of results over time and based on starting point</p>	<p>1, 2</p>
<p>Access Arrangements & Reader Pens</p>	<p>Support during exam sessions this can be in a variety of ways:</p> <ul style="list-style-type: none"> ● Reader pens ● Quiet room ● Individual rooms ● Lap top ● Scribe ● Reader ● Extra time ● Prompt ● Rest breaks <p>This aids students in fulfilling their potential</p>	<p>2, 5</p>

	<p>Implementation:</p> <ul style="list-style-type: none"> Building of positive/proactive relationships Selection of appropriate provisions to support student success, vocational, smaller setting, SEMH related Regular monitoring of provision Share curriculum links to provision <p>Outcomes:</p> <ul style="list-style-type: none"> Improved mental well being and positive development through success Transferable skills developed Improved attendance and confidence due to feeling encouraged Improved end of key stage outcomes Reduced gaps in learning Improved independence <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> Feedback from Student Voice Feedback from Staff Voice - NWoW Assessment from SENDco and Assessor Observations from Invigilators Analysis of results over time and based on starting point 	
Behaviour Interventions	<p>Depending on the intervention there can be an increase of 4+ months.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> ● Onsite in-house behaviour & respect sessions ● Onsite in-house amended timetables ● Onsite support from external providers ● Offsite/External coaching and mentoring <p>Clear communication with students and parents through the behaviour interventions is key. Consistent communication between school staff and parents is essential for mutual understanding of student behaviour. This allows for the development of effective behaviour management strategies, as supported by Epstein (2018).</p> <p>Implementation:</p> <ul style="list-style-type: none"> Building of positive/proactive relationships Selection of appropriate provisions to support student success, vocational, smaller setting, SEMH related Regular monitoring through weekly Inclusion meetings Learning Managers and links to monitor via oCloud <p>Outcomes:</p> <ul style="list-style-type: none"> Improved mental well being and positive development through success Transferable skills Confidence building Improved attendance due to feeling encouraged Improved end of key stage outcomes Reduced gaps in learning 	1, 5

	Monitoring and Evaluation: Feedback from Student Voice Feedback from Provision Voice Analysis of results over time and based on starting point	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 196,286.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Team: Inclusions Officers & Admin</p> <p>Bridge & PLC Manager</p> <p>PDC Manager</p> <p>Learning Managers</p> <p>Educational Psychologist</p>	<p>Pastoral and SEND leadership to ensure high quality provision.</p> <p>Provides a safe and nurturing environment to form a bridge between home and school where interventions such as:</p> <p>Individual instructions take place - 4+ months Aspiration interventions - unknown Behaviour interventions - 4+ months</p> <p>Provides pastoral support and a link between home and school, supporting and challenging students socially, emotionally, academically and behaviourally.</p> <p>Provides support for children and families so that they can regularly attend school. We utilise their skills to promote health attendance. Students are discussed weekly so that effective interventions can support increased attendance.</p> <p>Implementation:</p> <p>Retain key staff Training key staff Building of positive/proactive relationships Selection of appropriate provisions to support student success, vocational, smaller setting, SEMH related Regular monitoring through Inclusion meetings Weekly meetings Tracking systems to identify progress</p> <p>Outcomes:</p> <p>Improved mental well being for students and staff, clear roles identified Development of social skills Improved attendance Improved end of key stage outcomes Reduced gaps in learning</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice Feedback from Provision Voice Analysis of results over time and based on starting point - attainment and attendance</p>	<p>1, 4, 5</p>

<p>Progress Careers</p> <p>Higher aspirations activities</p> <p>Careers Cafes</p> <p>Careers trips</p> <p>College/PI6 provider trips</p> <p>University Trips</p>	<p>Offers careers advice to motivate and inspire children. It is unknown what impact this has however we have taken this further to include more trips to business centres such as Asda and additional further education establishments such as New College, Sheffield University etc</p> <p>Implementation:</p> <p>Building of positive/proactive relationships</p> <p>Selection of appropriate provisions to support student success, vocational placements also encouraged</p> <p>Year 11 - Assemblies from local PI6 providers</p> <p>Year 10 - attend PI6 taster days</p> <p>Year 10 - University trip</p> <p>Careers Cafes to encourage conversations from Y7 -Y11 with local and national workplaces</p> <p>Weekly Careers meetings with unbiased support worker</p> <p>Outcomes:</p> <p>Improved mental well being and positive development through success and provision intervention</p> <p>Transferable skills from provision to school</p> <p>Improved attendance due to feeling encouraged</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice</p> <p>Feedback from Provision Voice</p> <p>Analysis of results over time and based on starting point</p>	<p>1, 5</p>
<p>Uniform</p>	<p>Allows all children to feel like they belong to the Academy</p> <p>Implementation:</p> <p>Building of positive/proactive relationships and community</p> <p>Collective understanding shared of why we wear uniform</p> <p>Support for those who cannot afford uniform either by Pupil Premium fund or Hardship fund</p> <p>Outcomes:</p> <p>Improved mental well being and positive development through community building</p> <p>Improved attendance due to equality in dress and appearance</p> <p>Helps to support sense of self</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice</p> <p>Review of budget</p> <p>Review of behaviours</p>	<p>1</p>
<p>Social, Emotional, Mental Wellbeing Support:</p> <p>iSpace Support</p>	<p>Provides mental health support for students and staff who identify as needing support. There are numerous learning points to support SEMH throughout the year to identify contact points and ways we can develop better wellbeing.</p> <p>Implementation:</p> <p>Building of positive/proactive relationships - communication to parents/carers</p>	<p>1, 5</p>

<p>Luke's Lads</p> <p>BEAM/Boxing group</p> <p>Inclusion Panel</p> <p>Compass</p> <p>Future In Minds</p>	<p>of support offered</p> <p>Selection of appropriate provisions to support student success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring of provision via Inclusion meetings</p> <p>Outcomes:</p> <p>Improved mental well being and positive development of self-care skills</p> <p>Improved attendance due to feeling encouraged</p> <p>Development of confidence</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice</p> <p>Feedback from Provision Voice</p> <p>Analysis of results over time and based on starting point - attendance and academic</p>	
<p>Platform parental engagement:</p> <p>Group call</p> <p>Xpressions</p> <p>School cloud iPay</p> <p>Translation services</p> <p>CPOMS</p> <p>Newsletters</p> <p>Facebook</p> <p>X</p> <p>School website</p> <p>Google</p> <p>Guardians</p>	<p>Parental engagement is seen to improve progress by 4+ months. There are a variety of ways to do this and we are engaging in this way with a variety of strategies.</p> <p>Implementation:</p> <p>Key events shared via social media and website</p> <p>Regular communication via texts (Groupcall) and Xpressions</p> <p>Outcomes:</p> <p>Improved attendance for some due to feeling encouraged with truancy call</p> <p>Improved confidence between students, parents/carers and school</p> <p>Increased support from all stakeholders</p> <p>Monitoring and Evaluation:</p> <p>Feedback from Student Voice</p> <p>Feedback from Parent Voice</p> <p>Analysis of results over time and based on starting point</p>	<p>1, 4, 5</p>
<p>Transition</p>	<p>Extra support to ensure a smooth transition from primary to secondary to avoid negative progress. Good transition and communication will help reduce negative progress during transition - Research indicates that students from disadvantaged backgrounds may experience negative academic and social outcomes during school transitions (Akos & Galassi, 2004). Disruptions in learning and feelings of anxiety can hinder progress.</p> <p>Good transition and communications can secure continuity and positive adaptation - Transition support programs that emphasise continuity in learning and positive social adaptation can mitigate the negative effects of the transition period (Ecclesetal.,1993).</p> <p>Good transition and communications supports personalised guidance - Transition programs that provide personalised guidance and individual attention can help students navigate the new environment more effectively (Webster-Stratton & Reid, 2004).</p> <p>Implementation:</p> <p>Building of positive/proactive relationships as key staff are met through</p>	<p>1, 2, 3, 5</p>

	<p>transition Building good communication and calendar events between primary and secondary schools Set key dates Key information shared between primary and secondary Additional SEND transition Early Intervention and additional days if necessary</p> <p>Outcomes: Improved mental well being and confidence on transfer Transferable skills built from primary to secondary Improved attendance due to feeling encouraged</p> <p>Monitoring and Evaluation: Feedback from Student Voice Feedback from Parent Voice Analysis of results over time and based on starting point</p>	
<p>Magic Breakfast</p>	<p>The National School Breakfast Programme (NSBP) aimed to provide free, nutritious and universally available breakfast in schools in disadvantaged areas of England. School contribute 25% to the programme which is contributed to via Pupil Premium.</p> <p>Implementation: Advertised Magic Breakfast sessions Catering team support with cereal, milk, toasted bagels, fruit Staff on hand to encourage students to access provision Learning Managers advertise and alert parents/carers to provision</p> <p>Outcomes: Improved mental well being and confidence as ready to learn Transferable skills of a shared experience with others Improved attendance due to knowing there are provisions in school to support</p> <p>Monitoring and Evaluation: Feedback from Student Voice Analysis of results over time and based on starting point - attendance and academic</p>	

Total budgeted cost: £ 391,610.68

Note - Interventions have been linked to the Education Endowment Foundation

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Recovery Premium

In addition to the pupil premium funding there is the recovery premium. This will be focused on supporting in class and Social, Emotional, Mental, and Health support to improve confidence, trust, aspiration and consistency.

School will receive £74, 658 this year spending will include:

- support the quality of teaching and in class support
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

City Fields will be spending the recovery premium on:

Pyramid EWO role	23,301
PSCO support	10,791
Additional Learning Manager role	31,025
Deeps	4,000
iSpace additional day	6,000
Total	£75,117

This in addition will support the challenges of 1, 2, 3, 4 & 5

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.

Last academic year, pupil premium students achieved a positive Progress 8 score of -0.72.

31% of pupil premium students achieved the basics at 4+ and 21.4% of pupil premium students achieved the basics at 5+, thus improving their life chances significantly.

In Maths 35.7% of pupil premium students achieved a 4+ and in English this was 57.1%.

21.4% of pupil premium students achieved a 5+ in Science, 23.8% achieved a 5+ in MFL and 21.4% achieved a 5+ in Humanities.

Outcomes 2022-23

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	101	102	-0.72	21.4	31	42.9	57.1	28.6	35.7
Most Able Disadvantaged	112	110	-1.29	50	62.5	62.5	62.5	62.5	75
Non-Pupil Premium	102	103	+0.37	45.1	65.7	65.7	80.4	48.0	66.7

Outcomes 2021-22

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	95	99	0.32	34.4%	55.7%	50.8%	67.2%	39.3%	59.0%
Most Able Disadvantaged	111	111	-0.33	100%	100%	100%	100%	100%	100%
Non-Pupil Premium	100	102	0.72	52.4%	78.6%	71.4%	91.7%	60.7%	78.6%

Outcomes 2020-21

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	98	101	0.43	47.80%	69.60%	58.70%	78.30%	54.30%	78.30%
Most Able Disadvantaged	116	110	0.93	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Non-Pupil Premium	100	102	1.01	58.50%	78.00%	74.40%	86.60%	61.00%	84.10%

Outcomes 2019-20

	Attainment 8 Score	Progress 8 Score	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths(4+)
Disadvantaged Children	39.54	-0.15	47.20%	55.60%	55.60%	72.20%	47.20%	61.10%
Most Able Disadvantaged	60.5	0.16	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Non-Pupil Premium	47.33	0.54	55.20%	67.80%	73.60%	82.80%	58.60%	69.00%

Externally provided programmes

Programme	Provider
Homophobia	iSpace & Spectrum
Relationships & sex education	Spectrum
Tackling Tempers	Action to Change
Luke's Lads	Luke's Lads

1 Teaching

Quality of teaching and learning
Additional English & Maths classes
Subscriptions - Educake/Accelerated Reader/MyOn/Dr Frost/Twinkl/Edukey
Director Support
After school sessions & Holiday sessions
Trips/Music/Materials
Educational Material - including DT resources, basic equipment for students
CPD for staff



2 Targeted academic support

Additional Intervention - 121 Maths, English, Science tutors, Tutors groups for Maths, English and Science
Alternative Provision
Small group work that focuses on Phonics, Spellings, handwriting and fundamental literacy and numeracy skills.
Access Arrangements & Reader Pens
Behaviour Interventions

3 Wider Strategies

Inclusion Coordinator/Bridge Manager/Learning Managers/EWO & Attendance Officers/Educational Psychologist
Careers Intervention
Uniform
Social Emotional Mental Wellbeing Support - iSpace, Luke's Lads, BEAM, Future in Minds
Platform for parental engagement - Groupcall, Xpressions, ipay, ocloud ...
Transition
Magic breakfast