

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 City Fields
Number of pupils in school	781
Proportion (%) of pupil premium eligible pupils	31.63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	24 September 2021 17 January 2022 Update
Date on which it will be reviewed	24 September 2022
Statement authorised by	Michelle Colledge-Smith
Pupil premium lead	Kathryn Senior
Governor / Trustee lead	Mahmud Nawaz

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,844
Recovery premium funding allocation this academic year	£41,688
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£285,532</b>
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.

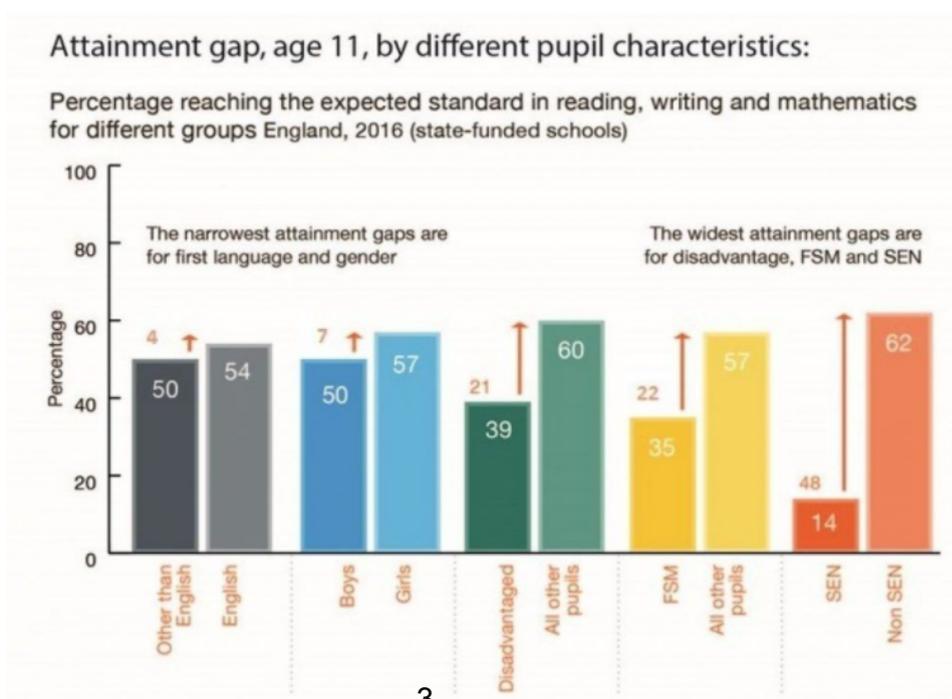
To support Pupil Premium students Social, Emotional & Mental Health needs (a recognised area of concern following the recent pandemic).

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 98 - below expected levels, the PP students starting point is 95 - significantly below expected levels. This does not just apply to year 11 but also across the range of ages. This difference has been increased due to the pandemic. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A_-_FINAL.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/962330/Learning_Loss_Report_1A_-_FINAL.pdf</a>
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 reading score of 101 - at expected levels, the PP students starting point is 98 - below expected levels. This does not just apply to year 11 but also across the range of ages. This difference has been increased due to the pandemic.
4	Parental support is hampered by a number of factors; <ul style="list-style-type: none"> <li>• Access to the internet and suitable technology</li> <li>• Engagement with technology</li> <li>• Language barriers (36% of PP students are identified as EAL (First language is not English), however a greater number of students have English as their first language but their parents/carers do not).</li> </ul>
5	More young people have become social skill deficient in a number of areas: <ul style="list-style-type: none"> <li>• Basic Communication Skills</li> <li>• Empathy and Rapport Skills</li> <li>• Interpersonal Skills</li> <li>• Problem Solving Skills</li> <li>• Accountability</li> </ul> <p>Our goal is to aid students in building these skills and others so that they thrive in society.</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
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+

## 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: £ £ 69,585.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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. Student attendance is improved by quality first wave teaching. Student outcomes and their accessibility to learning is improving. SLT learning walks, reduced incidences of poor behaviour. Differentiation is maintained so students can access learning at their level.	1, 2, 3
Additional English & Maths classes	Smaller group sizes and option groups improve progress and attainment by around 2+ months.  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.	1, 2, 3
Hegarty Maths	Improves progress and engages students and families with learning. Hegarty Maths supports a visual way of gaining new Maths skills, learning can also be continued and accessed at home. Homework and extended learning packages can have 4+ months impact.	3,
Educake	Improves progress and engages students and families with learning	3,
Accelerated Reader & MyOn	Accelerated Reader was shown to have a positive impact across our Trust. It has been used by the academy for 4 years. On average this is shown to accelerate progress by +5 months.	2,
Music Tuition	Learning to play a musical instrument improves attainment across subjects and also motivates and inspires children.	5
Director Support	Guidance and support from directors 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.	2, 3
RAG Meetings	Weekly Rag sessions identify any learning concerns and create a whole school approach to all learning, identifying any	1, 2, 3, 4, 5

	concerns and gaps to boost learner performance and implement interventions. Students are praised weekly with Wednesday Wonder rewards.	
After school sessions & Holiday sessions	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.	1, 2, 3
Trips/Music/Materials	Enrichment of the curriculum for students who otherwise would not be able to experience new things - motivate and inspire children.	1, 4, 5
Transition	Extra support to ensure a smooth transition from primary to secondary to avoid negative progress	1, 2, 3, 5
Educational Material - including DT resources, basic equipment for students	Provision of material for children who otherwise would not have access in order to enhance learning.	1, 4, 5
Educational Visits	Enrichment of the curriculum for students who otherwise would not be able to experience new things - motivate and inspire children.	1, 4, 5
Maths Mastery	Subject development and mastery improves teaching styles and understanding and the impact is around 2+ months.	3

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

Budgeted cost: £ £ 108,766.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
121 Maths, English & Science tutors	Additional support for students to increase progress and attainment. Students who received individualised support are said to accelerate their progress by +5 months.	1, 2, 3, 5
Tutors groups for Maths, English and Science	Additional support for students to increase progress and attainment	1, 2, 3, 5
Alternative Provision	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.	1, 2, 3, 5
Small group work that focuses on Phonics, Spellings, handwriting and fundamental literacy and numeracy skills.	Literacy support to improve progress across all subjects.	1, 2
Peer Reading	Using peer mentors to support this process enables students to work with older students to develop their reading abilities and confidence.	1, 2

	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.	
Access Arrangements & Reader Pens	<p>Support during exam sessions this can be in a variety of ways:</p> <ul style="list-style-type: none"> <li>● Reader pens</li> <li>● Quiet room</li> <li>● Individual rooms</li> <li>● Lap top</li> <li>● Scribe</li> <li>● Reader</li> <li>● Extra time</li> <li>● Prompt</li> <li>● Rest breaks</li> </ul> <p>This aids students in fulfilling their potential</p>	2, 5
Behaviour Interventions	<p>Depending on the intervention there can be an increase of 4+ months. Interventions include:</p> <ul style="list-style-type: none"> <li>● Onsite in-house behaviour &amp; respect sessions</li> <li>● Onsite in-house amended timetables</li> <li>● Onsite support from external providers</li> <li>● Offsite/External coaching and mentoring</li> </ul>	1, 5
Edukey	Support which identifies which provisions have supported students and how useful they are.	2, 3, 4, 5
CPD - Variety - Vulnerable/Safeguarding/S EMH	Staff CPD can support students in making 4+ months of progress.	1, 4, 5

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

Budgeted cost: £ £ 182,696.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Coordinator	Pastoral and SEND leadership to ensure high quality provision	1, 4, 5
Bridge Manager	Provides a safe and nurturing environment to form a bridge between home and school where interventions such as: Individual instructions take place - 4+ months Aspiration interventions - unknown Behaviour interventions - 4+ months	1, 4, 5
Learning Managers	Provides pastoral support and a link between home and school, supporting and challenging students socially, emotionally, academically and behaviourally.	1, 4, 5
Uniform	Allows all children to feel like they belong to the Academy	1,
Careers Inc  Higher aspirations activities	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	1, 5
CPOMS	Provides a robust safeguarding system for children	1, 5
Educational Psychologist	Provides support for children who are struggling to access education	2, 3, 5
EWO & Attendance Officers	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.	1, 5
Phased reintegrations	Slow reintegration back into school supports good behaviour and	1, 5
Alternative provisions - Hospital school	Short term step out to promote positive mental wellbeing.	5
iSpace Support	Provides mental health support for children who need it	1, 5
Platform parental engagement: Group call School cloud ipay	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.	1, 4, 5

**Total budgeted cost: £ 361,049.57**

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 additional small group work and Social, Emotional, Mental, and Health support to improve confidence, trust, aspiration and consistency.

Schools are given £145 for each eligible pupil in mainstream education

Spending can include:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- 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 the on costs and additional costs that come from accessing the NTP and school led funding and additional SEMH support.

NTP Tutor	£11,970.00
SLT Tutor	£8,657.00
Academic Tutors	£9,880.00
SEMH Support	£10,000.00
Total	£40,507.00

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

## 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 2020 to 2021 academic year.

Last academic year, pupil premium students achieved a positive Progress 8 score of +0.43.

69.6% of pupil premium students achieved the basics at 4+ and 47.8% of pupil premium students achieved the basics at 5+, thus improving their life chances significantly.

In both maths and English, 78.3% of pupil premium students achieved a grade 4 or above.

In maths 54.3% of pupil premium students achieved a 4+ and in English this was 58.7%.

32.6% of pupil premium students achieved a 5+ in Science, 28.3% achieved a 5+ in MFL and 30.4% achieved a 5+ in Humanities.

These figures show that the gap between Pupil Premium and Non Pupil Premium students has not closed however both Pupil Premium and Non Pupil Premium made significant increases this year.

Whilst in lockdown we focused on supporting students initially with face to face sessions and also with online learning. Our numbers daily were 100+ the vast majority of students were identified as vulnerable.

Attendance for 2020-21 whilst not at our target, students finished overall at 91.5% and Pupil Premium students finished at 89.3%, this was a slight decrease on the previous year of 90.3%, however the pandemic caused students and parents to initially be weary of attending school. PA for students where pupil premium was 34.9% which was not a significant increase on the previous year of 33.2%, but was a significant gap compared to the cohort as a whole 25.7%.

## 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

*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
Homophobia	iSpace
Relationships & sex education	Spectrum
Tackling Tempers	Action to Change

## 1 Teaching

Quality of teaching and learning  
 Additional English & Maths classes  
 Hegarty Maths  
 Educake  
 Accelerated Reader & MyOn  
 Music Tuition  
 Director Support  
 RAG Meetings  
 After school sessions & Holiday sessions  
 Trips/Music/Materials  
 Transition  
 Educational Material - including DT resources, basic equipment for students  
 Educational Visits  
 Director Support  
 Maths Mastery



## 2 Targeted academic support

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.  
 Peer Reading  
 Access Arrangements & Reader Pens  
 Behaviour Interventions  
 Edukey  
 CPD - Variety - Vulnerable/Safeguarding/SEMH

## 3 Wider Strategies

Inclusion Coordinator/Bridge Manager/Learning Managers/EWO & Attendance Officers/Educational Psychologist  
 Uniform  
 Careers Inc/Higher aspirations activities  
 CPOMS  
 Phased reintegrations  
 Alternative provisions - Hospital school  
 iSpace Support  
 Platform parental engagement

## Further information (optional)

*Due to Covid 19, the enrichment offered to our students was diminished last year, and we plan to increase this offer significantly in 2021-22 (current guideline permitting).*

*This will include:*

*Theatre trips*

*Sporting fixtures*

*Duke of Edinburgh scheme*

*Other educational visits*

*Guest speakers*