

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 Ripon
Number of pupils in school	725
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 - 2024/2025
Date this statement was published	24th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr W. Pratt
Pupil premium lead	Mrs M. Carpenter-Harvey
Governor / Trustee lead	Mrs S. Gouge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,875
Recovery premium funding allocation this academic year	£21750 Recovery Premium and School Led National Tutoring £18225 from the School led National Tutoring Funding
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	£263,850

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to eradicate the gap between pupil premium and non pupil premium students.

This is particularly significant for disadvantaged and non disadvantaged, where the academy has a negative gap in performance measures between these two groups.

We know that regular attendance of the academy results in improved performance for all students. This is particularly important for pupil premium students who have lower average attendance than non pupil premium.

We will ensure that staff are knowledgeable about the challenges that disadvantaged pupils encounter. These are stated below.

We will ensure that the information and identification of pupil premium and specifically disadvantaged students are supported by academic and pastoral interventions across all year groups.

OAR key principles are: to be proactive in providing staff with the information they require to support pupil premium students, provide interventions that allow these students to experience the same opportunities and success in education as non pupil premium students, whilst reviewing how these processes and procedures can be continuously improved.

Challenges

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

Challenge number	Detail of challenge
1	<i>Student performance at GCSE demonstrated a gap in all subject areas in year 11 other than MFL.</i>
2	<i>Student engagement in after academy interventions is lower in disadvantaged students.</i>
3	<i>Disadvantaged students are more likely to receive low level sanctions than non disadvantaged, although this figure is marginal</i>
4	<i>Pupil Premium students have lower attendance than other students.</i>
5	<i>Lower KS2 data when transitioning into year 7.</i>
6	<i>Movement of service students to different schools throughout their education.</i>

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
<i>Literacy and oracy levels of pupil premium students are improved..</i>	<p><i>Increase in reading age for those below chronological access to learning in other areas of the curriculum.</i></p> <p><i>Ensure that students with low literacy levels can effectively access more of their lessons.</i></p>
<i>Reduce the number of temporary suspensions for pupil premium students</i>	<p><i>Number of pupil premium suspensions from the cohort is reduced.</i></p> <p><i>Number of days temporarily suspended for this cohort is reduced.</i></p>
<i>Ensure that pupil premium students have the same access to enrichment opportunities as other students.</i>	<i>Increase in the % of pupil premium students accessing enrichment activities.</i>
<i>Increase attendance of pupil premium students.</i>	<p><i>Attendance for this cohort has improved.</i></p> <p><i>Gap between attendance of non pupil premium and pupil premium is reduced.</i></p>

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use a wide range of recruitment strategies, including the advertising of roles through TES, to ensure that the academy can attract high quality staff members.</i>	<i>Consistency of teaching staff. Development of staff knowledge and understanding of the context and composition of pupil premium students at Outwood Academy Ripon.</i>	1,5
<i>Provide excellent experiences for those trainee teachers to ensure that those who demonstrate high quality in the classroom are attracted to positions in the academy.</i>	<i>Consistent recruitment of trainee teachers from those who have completed a placement at Outwood Academy Ripon and already have a good understanding of our students and inclusion provisions.</i>	3,4
<i>Support the quality of teaching through CPD. This includes the use of OGAT directors deployed to provide subject specialist support. This also includes the funding of</i>	<i>Deployment of directors across various subjects provides additional provision for subject leaders to focus on the identification, support and intervention of pupil premium students.</i>	1,2,3,4,5,6

<i>National Professional Qualification courses.</i>		
<i>Consistent use of academic online systems that support student learning; Accelerated Reader and Hegarty</i>	<i>Student familiarity assured through teacher demonstration in lessons.</i>	1,2

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>15 hours of additional 1:1 tuition</i>	<i>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition has been proven to be an effective strategy for pupils that are identified as having low prior attainment or are struggling in particular areas.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,5
<i>34 hours a week of small group tuition in English and maths across all year groups</i>	<i>The academy has a consistent team of tutors who have an excellent knowledge of the students and staff at Outwood Academy Ripon. This continuity allows a high level of support</i>	1,5
<i>Targeted support in inclusion areas, the</i>	<i>Additional mental health support offered for students to ensure they</i>	3,4,6

<i>Bridge and PLC, where tailored working environments are provided for students.</i>	<i>feel positive and productive when in the academy. The interventions that take place in this area supports students social, emotional and mental health.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £130.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Masterclass system to continue. Masterclasses offered to key stage 3 students in core subjects. Masterclasses are delivered by recognised “good” subject specialists.</i>	<i>Additional tutoring (in person and online). Accessible to all students. Additional tutoring solidifies the understanding of students to concepts developed within curriculum time.</i>	<i>1,2,6</i>
<i>Careers programme that offers support across all year groups. Academy assign an individual member of staff to focus on the support of students in collaboration with Careers Inc</i>	<i>Destination data demonstrates successful outcomes for pupil premium students. Students discuss aspirations at younger year groups and they are motivated through these opportunities.</i>	<i>1,4,6</i>

<i>Through use of the wider attendance team focus on attendance of Pupil Premium and specifically Disadvantaged students who are at risk of becoming PA.</i>	<i>Identification of these students and intervention as early as possible in the process can result in</i>	<i>1,2,4,6</i>
<i>School Coach (Time 2 Begin)</i>	<i>Trained therapist one day a week supporting the pastoral needs of students and supporting and challenging those to meet attendance targets.</i>	<i>1,3,4,5,6</i>
<i>Appropriate and strategic use of alternative provision to ensure students have positive educational experience.</i>	<i>Attendance of students is improved and routines maintained that increase their engagement in their education.</i>	<i>1,2,4,5,6</i>

Total budgeted cost: £225,000

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.

Persistence absence data demonstrates an improvement in a reduction of the gap between Disadvantaged students and non pupil premium students from 2019 to 2021. This is also true of overall attendance which gap reduced from 4.8% to 2.4%.

Temporary suspensions for Disadvantaged students have been reduced from 2019 to 2021. students have significantly reduced from 2019 to 2021.

High number of students attended the academy from the pupil premium cohort attended the academy as additional support during Partial Opening periods.

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 - science only	GCSE Pod
Accelerated Reader	Renaissance Place
Lexia	Lexia Learning Systems
Sparx	Sparx

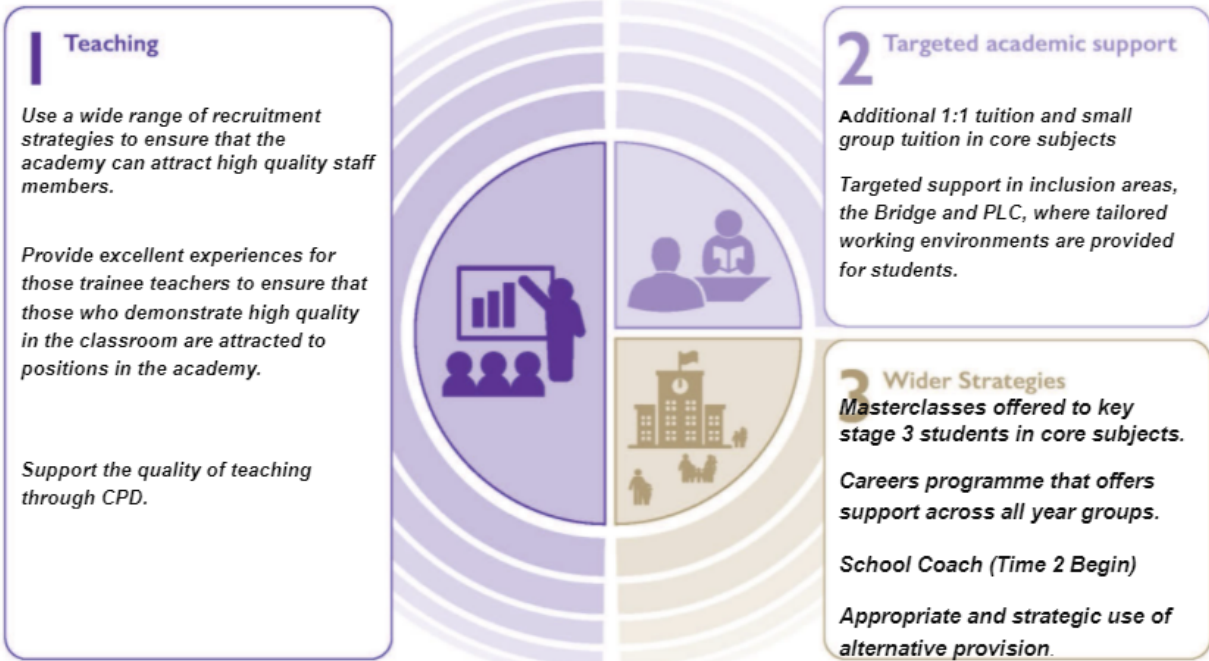
Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

<p><i>How did you spend your service pupil premium allocation last academic year?</i></p>	<p><i>Specified staff member to run 'Poppies club' which also ran virtually through lockdown to ensure that the students would interact. Where possible these sessions have taken place in person.</i></p>
<p><i>What was the impact of that spending on service pupil premium eligible pupils?</i></p>	<p><i>Service students felt the sense of community from the academy. Increased interaction promoting SEMH.</i></p>

Further information (optional)



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