

# Pupil premium strategy statement – Outwood Academy Ripon

*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.*

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	715
Proportion (%) of pupil premium eligible pupils	22.13 (34 LAC/Service and SEND included)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/6
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Mr W Pratt
Pupil premium lead	Mrs M. Carpenter-Harvey
Governor / Trustee lead	Annette Beckwith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,151
Recovery premium funding allocation this academic year	£42,504
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0.00
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£229,655

# Part A: Pupil premium strategy plan

## Statement of intent

*The aim of Pupil Premium funding is to reduce the gap between students eligible for Pupil Premium and those who are not.*

*Our key principles are as follows:*

- *Ensuring all students receive quality first teaching every lesson;*
- *Closing the attainment gap between disadvantaged students and their peers;*
- *Providing targeted academic support for students who are not making the expected progress;*
- *Addressing non-academic barriers to attainment such as attendance, behaviour, and well-being.*
- *Ensuring that Pupil Premium funding supports the students who need it most.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Gaps in basic Literacy and Numeracy Skills
2	Impact of COVID and subsequent missed learning and development issues
3	Staffing - recruitment and retainment
4	High number of staff illness and so ensuring staff absence does not impact on the educations of students
5	Disadvantaged pupils tend to make less progress and attain lower than their non-disadvantaged peers
6	Low attendance – high number of Persistently Absent (PA) students
7	Well being and mental health issues
8	Attitudes to learning, aspiration, ambition, confidence and resilience
9	Access to resources including IT.
10	Movement of service students to different schools throughout their education.

## 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 outcomes for disadvantaged students.	Performance of Year 11 disadvantaged students improves and closes the gap between them and their non-disadvantaged peers. Refer to the Academy Improvement Plan for specific targets for disadvantaged students.
Improved attendance and reduced persistent absence (PA)	Fewer students PA. Attendance of disadvantaged students improves and closes the gap with the national average. Refer to the Academy Improvement Plan for specific targets for disadvantaged students.
Students are well supported and feel safe, allowing them to fully engage with the curriculum. They know what to do if they are struggling. Highly motivated support team including year group learning managers, access to school coach, and weekly monitoring of vulnerable students.	Feedback from student focus groups and surveys indicates that students are well supported, feel safe and know what to do if they need help.
No student has restricted access to the curriculum as a result of financial restraints..	Budgets indicate that disadvantaged students are supported financially as necessary.
Students are fully supported and well advised and guided so that they are well prepared for life beyond our academy. This includes advice from external careers advisor and the school has achieved the GATSBY benchmark.	NEETs are 0 or as close to this as possible. Feedback from student focus groups and surveys indicates that students are well prepared and supported in this area.
Ensure students receiving pupil premium have the same access to enrichment opportunities	Increase the % of pupil premium accessing enrichment activities.
Reduce the number of temporary suspensions (including internal) for pupil premium	Number of pupil premium suspensions from cohort is reduced, as well as number of days lost to learning.

## 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: £77,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that first wave teaching is of high quality, supported by a programme of professional development that is focused around Outwood 5 pillars of teaching and learning approach.</p>	<p>This approach is designed to both enhance effective teaching and support students' learning and self-regulation clarity of shared learning intentions (including subject's learning journeys), regular recap and recall, clear explanation of new information, opportunity to practice and apply new knowledge and skills and timely feedback are the key elements that underpin effective teaching and learning. A focus on pedagogy and ongoing CPD in this area ensures that there is a constant focus on teaching and learning, supporting innovation and creativity, which leads to better teaching and in turn, to better progress and outcomes.</p>	<p>1,2</p>
<p>Ensure that we are able to recruit the best teachers, and that staff involved in recruitment have all completed safer recruiting training.</p>	<p>Ensuring that we are fully staffed and have high quality teachers in front of our children means that students learn well but also impacts positively on behaviour and wellbeing.</p>	<p>3,4</p>

Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching	As subject experts, Directors provide a further level of challenge within subject areas, as well as providing support for teachers to develop and improve their practice, leading to stronger teaching and learning.	2,8
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 tutors in Maths, and English to provide small group and 1 to 1 interventions for those students that are underperforming or are struggling in particular areas.	One to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF 2021)	1
Inclusion areas available to support students who are unable to access mainstream lessons. Targeted intervention provided by the Bridge & PLC Manager	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.	5,7,8,9,10
Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays	Trust data shows that students that access additional out of hours intervention achieve better outcomes than their peers who do not.	8,9,10
Appointed member of the English department and identified literacy support program.	Literacy support programmes have a significant impact on students' ability to access the curriculum, which is strongly linked to their behaviour, engagement and motivation. Each year, only 10% of disadvantaged children who leave primary school	1

	with their reading below the expected standard get passes in <u>English and Maths at GCSE</u> ” ( Ofsted, 2022.)	
Identify students for Speech and language therapy and assessment.	Strategies provided to support students with learning barriers caused by underdeveloped speech and language. Research suggests that children with poor speech, language and communication get fewer GCSE grades than their peers.	1

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

Budgeted cost: £117,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing staff oversee the whole-school approach to wellbeing and provide staff and students with the knowledge and confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns.	Mental health problems affect around one in six children. <a href="https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people">https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</a> . Providing support in this area allows students to become more engaged in school, improve attendance and build on learning. <a href="https://www.bouncetogether.co.uk/education/wellbeing-in-schools">https://www.bouncetogether.co.uk/education/wellbeing-in-schools</a> 5 An in school support team provide a wealth of support, guidance and advice across a wide range of areas such as pastoral support, behaviour support, safeguarding and wellbeing Students who are well supported are better able to learn.	7,8,10
School coach (time to begin)	Trained therapist one day a week supporting emotional and well being needs of students building resilience and relationships within school to encourage attendance.	7,8,6,10
An in school support team provide a wealth of support, guidance and advice across a	Students who are well supported are better able to learn.	7,8,5,6,10

wide range of areas such as pastoral support, behaviour support, safeguarding and wellbeing		
An extensive Careers programme over 5 years, complemented by independent CIAG from Careers Inc, ensures that students are well informed and supported. School works towards achieving the GATSBY benchmark.	Students who have clear goals and aspirations from a younger age tend to be more motivated and engaged. Destination data demonstrates successful outcomes for students receiving pupil premium	8,10
The EWO and Attendance team ensure that there is a robust plan to improve student attendance and that this is implemented and monitored	Clear programme of support, interventions and rewards, including strong parental engagement. . Research demonstrates a clear link between school attendance and attainment	8,5,6,10
Ensure that disadvantaged students have full access to the curriculum and that they are not restricted due to financial constraints	Students/Parents are supported by providing Year 7 students with a free uniform bundle, a hardship fund for uniform / trips etc and access to free schools meals	5,6,9
Ensure that we provide additional external alternative provision for those students who need this because they are struggling to access school and/or to supplement their school provision.	Alternative provision provides a more bespoke and appropriate curriculum for some children, with smaller class sizes and access to some courses and facilities that are unavailable in schools. This often has the effect of improving engagement, attendance and behaviour.	7,8

**Total budgeted cost: £229,655**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Figures provided have not been compared to previous years due to impact of school closures during COVID pandemic.

The gap between in performance at GCSE was -7.1% for EBacc level 5 and above and - 3.6% for EBacc level 4 and above.

The number of persistent absent students in this group decreased by 5.5 % by the end of the academic year (2021-2022)

The gap between disadvantaged and non disadvantaged in temporary suspensions was 10% in 2021-22 ( Disadvantaged students received 10% fewer temporary suspensions)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
SPARX	SPARX

### Service pupil premium funding (optional)

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

#### **How our service pupil premium allocation was spent last academic year**

Allocated members of staff to provide specific support . Access to well being and support groups as well as opportunities to attend specific service linked activities including remembrance day and carol services etc.

#### **The impact of that spending on service pupil premium eligible pupils**

Increased engagement and recognition in school. Increased number of successful service pupil premium students ( achieved target grade in GCSE)

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*