

## 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 Bishopsgarth
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan 2021-2024
Date this statement was published	30.11.2020
Date on which it will be reviewed	30.11.2021
Statement authorised by	Dr M Robinson Head of School
Pupil premium lead	Dr A Wilson Associate Assistant Principal in Deep Support
Governor / Trustee lead	Mr R Pickles

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269,132
Recovery premium funding allocation this academic year	£38,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£340,021

# Part A: Pupil premium strategy plan

## Statement of intent

In England, there is a considerable difference between the GCSE outcomes that students who are deemed eligible for pupil premium achieve, and those who are not, for both progress made from primary school and attainment. All schools nationally are charged with diminishing this difference for their students as quickly as possible. As an academy we fully welcome this drive to secure the very best qualifications for ALL students, regardless of their circumstances or individual need. This is a fundamental right for all our learners, and is at the heart of our vision for the academy, and all the schools in our Trust to place 'students first'. We are determined to ensure that we rapidly raise standards, and transform lives, for all.

It is critical that we identify the barriers that students face to their learning and progress at school. This in turn allows our relentless focus, support and challenge for our young people, so they can all properly secure life changing qualifications and the confidence and skills to make their way successfully in adult life and the workplace. This identification also allows honest and sometimes frank discussions with parents so that we can work effectively together to get the very best for their children.

We aim to know all our students and families well, to allow bespoke support where it is needed, pulling from a very wide range of strategies and support processes from teachers, learning managers, support staff and the leadership of the academy.

These strategies are listed in the documents below that alone, or combined, make a real difference to how well our students achieve during their time with us. Such as:

High attendance and punctuality

Established, organised routines of study

Self belief and resilience

Self-regulation and mutual peer support

Appropriate time given to completion of homework and revision

Having somewhere to work effectively in and out of school

Post-16 plans and access to advice

### Plans for Pupil Premium in 2021/2022

Pupil Premium is an additional grant given to students who:

have been eligible for free school meals (FSM) at any time in the last six years (£935)

have been in Local Authority care for more than 1 day or have been adopted from care (£1900)

have parents/carers in the armed services currently, or at any time in the past 4 years (£300)

We have been allocated £269,132 for the school year 2021-2022. We will receive this money in regular instalments and these funds are in addition to the main school budget

(the general annual grant). At academies within the OGAT family of schools we have developed many robust intervention strategies over a number of years and all of these are designed to support each individual student to achieve their potential. We are proud that we have a proven track record for narrowing the gap and therefore diminishing the differences in outcomes for specific cohorts of students; this has allowed us to fulfil one of our core aims of raising standards and transforming lives. Below is a list of strategies that we will use at Outwood Academy Bishopsgarth to support students and the total cost of some of these strategies. The intervention strategies exceed by far the total amount we receive for the Pupil Premium. The Pupil Premium is used to support all of these strategies:

### **Curriculum Support**

Revision sessions for students preparing for examinations are held at regular intervals throughout the year. Sessions are provided within the academy day as well as mornings, evenings and during holiday time.

Revision guides and further reading and electronic materials for English, science and maths are provided to students free of charge. All students are issued with a scientific calculator and a 'maths pack' with all necessary equipment to facilitate their studies.

Accelerated Reader and Lexia are used to raise literacy across the academy. Extra one to one support in English also facilitates this.

Specialist literacy and numeracy support in Key Stage 3. A dedicated year 7 form group for literacy has been implemented in September 2021.

Hegarty maths, an online resource with over 2000 videos, is available to all students to support development of the intrinsic building blocks for a range of mathematical skills.

Directors of subject have been deployed from the Outwood Trust to support students in making rapid progress in English, maths and science, humanities, modern foreign languages, performing arts and ICT. Subject directors bring considerable experience of research-informed approaches to teaching & learning and leadership development.

Option English and Option maths are additions to the core curriculum for these subject areas.

1-1 intervention post holders in maths, science and English provide high quality intervention in Key Stage 3 and Key Stage 4. Additionally, small group intervention occurs in form time for Maths, English and Science.

Alternative provision for a small number of students is accessed through partnership with the Local Authority and other approved local providers where necessary. Offsite provision can be offered to support students who are disengaged with the traditional school environment including at Outwood Alternative Provision Eston.

Additional small group interventions occur through the Bridge and PLC where necessary.

Students who qualify for Pupil Premium are also supported with music lessons, specialist equipment and trips to enhance their learning experiences.

**Uniform:**

New Outwood uniform has been provided for all new students due to attend the academy in September.

**Careers advice and guidance:**

An independent careers advisor (Careers Inc.) has been employed for up to two days per week to work with students in all year groups. Presently, all Year 11 students receive an individual 'interview' with the Senior Leadership Team to support them with their post 16 applications, but are also offered the opportunity for independent advice with the careers advice service. Work is taking place in conjunction with the Local Authority with Year 11 students who are at risk of becoming NEETs. Students who are identified by the above criteria are all given additional dedicated time with the careers officer with a focus on their future and choices. The academy have appointed a member of staff as a Developing Leader in a Deeps role to coordinate all aspects of work in this area.

**Pastoral Care:**

The Inclusion Co-ordinator, Learning Managers, Safeguarding Officer, Teaching Assistants, Attendance Officer, CEIAG Officer, Personalised Learning Centre Manager and Education Welfare Officer make up a highly skilled and experienced team whose focus is the achievement of all students. Weekly meetings ensure that vulnerable students are making the progress they should and any form of intervention that is needed is in place. Our school nurse works with students and is a valuable resource to offer support and medical advice. There has been a programme of wellbeing teaching in form time in response to the Covid-19 pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Lower than national average attendance and higher persistent absentee levels (current data indicates our average attendance is below 92%)
2	Wellbeing, mental health and safeguarding issues
3	Access to technology and revision materials
4	Increasing aspirations for post-16 provision
5	Behaviour incidents and exclusions within the cohort: students in receipt of pupil premium have high levels of behaviour sanctions and exclusions within our behaviour management systems.

## 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 attendance within the Pupil premium cohort	Students to achieve on average above 94% attendance to decrease persistent absentee levels (aiming for no significant difference between pupil premium and non pupil premium cohorts.)
Students to be well supported with wellbeing, mental health and safeguarding issues.	Student voice reports improved attitudes towards support offered by school.
Students have access to revision materials and technology.	All students have an equitable access to revision materials and technology, where appropriate provided by the Academy.
Improved behaviour and decreased exclusions within the cohort.	The cohort of students have lower incidences of poor behaviour and exclusions in relation to the national figures of FTE as a percentage of number on roll of fewer than or equal to 10.2%
Decreased gap between the cohort and non-pupil premium cohort in terms of GCSE results.	No significant difference between students entitled to pupil premium and those without.

## 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: c. £100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity to support with Covid recovery	Increased teaching capacity in previous years has led to the gap closing rapidly. In addition, one to one tuition has been shown to have high impact for moderate	4

and other academic gaps	cost, therefore narrowing the gap across the board. <a href="#">One to one tuition Education Endowment Foundation EEF</a> <a href="#">Small Group Tution Education Endowment Fund EEF</a>	
Ongoing CPD and literature and evidence based practice to support ECTs and established teachers.	Ongoing CPD is a statutory requirement for ECT and established teachers and has been shown to have impact on both teaching and learning across a broad and balanced curriculum.  <a href="#">What are the characteristics of effective teacher professional development? A systematic review and meta-analysis Education Endowment Fund EEF</a>	4 and 5
Access to technology and revision guides to allow for suitable home learning.	Evidence shows that technology can be used to improve teaching and learning along with meeting statutory obligations post COVID  <a href="#">Using Digital Technology to Improve Learning Education Endowment Fund EEF</a>	3

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

Budgeted cost: c. £141k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions for Key Stage 3	Addressing the gaps which have been amplified through the Covid 19 pandemic by using specific literacy and numeracy interventions have been shown to have impact.  <a href="#">Reading Comprehension Strategies Education Endowment Fund EEF</a>	4 and 5

Targeted 1 to 1 or small group support for English, Maths and Science	Addressing the gaps which have been amplified through the Covid 19 pandemic.  <a href="#">Small Group Tution Education Endowment Fund EEF</a>	4 and 5
National Tutoring Programme	Addressing the gaps which have been amplified through the Covid 19 pandemic.  <a href="#">One to one tuition Education Endowment Foundation EEF</a>	4 and 5
Providing revision guides, resources and developing home study skills	Addressing the gaps which have been amplified through the Covid 19 pandemic.  <a href="#">Using Digital Technology to Improve Learning Education Endowment Fund EEF</a>	4 and 5

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

Budgeted cost: c. £100k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance intervention from our inclusion and attendance team.	Evidence based from previous success within the academy  <a href="#">Improving School Attendance: support for schools and local authorities Department for Education</a>	1 and 2
Emotional and wellbeing support	Priority as identified in the government publications and in the EEF documentation.  <a href="#">Healthy Minds Education Endowment Fund EEF</a>  <a href="#">Promoting and Supporting Mental Health and wellbeing in Schools and colleges Department for Education</a>	1, 2 and 5

Enrichment attendance with a widened offer to support experiential learning for our students.	To increase student voice, enjoyment and engagement and increase cultural capital.  <a href="#">Cultural Capital and Educational Attainment Sullivan, A  Sociology</a>	1, 2 and 4
Careers information, advice and guidance support	Evidence suggests that successful CEIAG improves attainment and narrows gaps within a broad and balanced curriculum.  <a href="#">Careers guidance access for education and training providers Department for Education</a>	4
Uniform support	The evidence suggests an unclear impact however previous success within the academy with this strategy has led us to continue with the support.  <a href="#">School uniform Education Endowment Fund EEF.</a>	1

**Total budgeted cost: c. £341k**

## 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.

Due to COVID 19 performance measures have not been published for 2020-2021 therefore we have used internal Academy Data as part of our Praising Stars assessment process as a benchmark of pupil evaluation for the most recent academic year.

There were 277 students on roll at the end of the academic year 2020-2021 who were eligible for pupil premium. As an academy we have a robust internal assessment and data collection process know as 'Praising Stars' which makes use of formative and summative assessment in order to comment on pupil effort and attainment. As such, we can comment on the efficacy of our pupil premium strategy despite the lack of performance measures in relation to the class of 2021.

Whilst we accept that Progress 8 values would be an approximate measure benchmarked against national progress in 2019 we have analysed grades progress for this cohort.

The class of 2021 had a cohort of 54 students who were eligible for pupil premium at the beginning of the academic year (reducing to 52 by the end of the year.) During our praising stars 1 evaluation (carried out in October of 2020) the cohort had an estimated attainment 8 score of 39.19 and rates of grade 4 for English, Mathematics and Science were 74.1%, 55.6% and 55.6% respectively. There was a significantly negative difference between the percentage of grade 4 predicted for English for the cohort as opposed to the non-eligible cohort.

The pupil premium strategy for 2020-2021 focussed predominantly on narrowing gaps in attainment in much the same ways as outlined in our current strategy. These strategies have been proven to be successful in both this academy and within our academy trust in narrowing gaps and this was evident by the improvements noted in our Praising Stars 6 evaluation completed in April/May of 2021. By this time the cohort had improved their predicted attainment 8 to 42.91, with no significant difference between the performance of the cohort in core subjects. Grades progress for English

Language and Literature was estimated at +0.69 and +0.49 respectively, a significant improvement in comparison to 2019 measures of +0.09 and -0.20.

A similar pattern of estimated grades progress improvement was noted in Maths (+0.11 as opposed to -0.36) and Sciences (no direct comparison available as Separate Sciences have been introduced since 2019.)