

School overview

Detail	Data
School name	Outwood Academy Acklam
Number of pupils in school	1162
Proportion (%) of pupil premium eligible pupils	567 students (49%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23
Date this statement was published	November 22
Date on which it will be reviewed	October 23
Statement authorised by	Graham Skidmore
Pupil premium lead	Chris Palmer
Governor / Trustee lead	Mike Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£553162
Recovery premium funding allocation this academic year	£164709
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	£717871

Part A: Pupil premium strategy plan

Statement of intent

- Students improve their reading and literacy skills, specifically during KS3, in order to bridge any gaps in their reading age, to enable students to fully access their curriculum and improve progress and outcomes at GCSE. With careful attention to support for students who English is an Additional Language or are new to the country.
- Students' attendance will improve significantly, and the number of students with Persistent Absence issues reduces.
- Students' ability to regulate their own behaviours and emotions, will improve, due to improved packages of intervention and support; as a result of this the number of suspensions will reduce.
- Ameliorate the gap between the achievement of those who are disadvantaged vs their peers who are not; with particular attention paid to other vulnerable groups such as those who are not working at the expected standard on entry as well as those with additional SEND needs.

Challenges

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

Challenge number	Detail of challenge
1	<i>Literacy skills entering Year 7 are lower for students who are eligible for Pupil Premium than for other students, which prevents them from making good progress. Post pandemic there are visible gaps in Pupil Premium students reading ages and access to learning.</i>
2	Attendance rates for students who are Pupil Premium are lower than for other students, which reduces their number of school learning hours and as such impedes their progress. Persistent absence figures for Pupil Premium students have increased.
3	Suspensions are too high, although reducing, and the amount of learning time lost for some students then has a further detrimental impact on their education. This is particularly evident in disadvantaged and SEND cohorts.

4	The transient population of students, in particular, those that are arriving new to the country, means that the full curriculum carefully planned and selected is not covered. Resulting in foundations of learning being missing and in some cases, low levels of English hindering access to the curriculum.
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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>Students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects</i>	<p>Students eligible for Pupil Premium in Years 7 - 9 make more progress by the end of the year than ‘other’ students so that at least 50% exceed progress targets and 100% meet expected targets.</p> <p>Other students still make at least the expected progress. This will be evidenced using accelerated reader assessments and Praising Stars data, English assessments in December, April and July and increased reading ages of Pupil Premium students.</p>
To improve and support attendance figures for all Pupil Premium students	<p>Reduced number of persistent absentees (PA) among students eligible for Pupil Premium (by at least 10%)</p> <p>Overall attendance among Students eligible for Pupil Premium improves and the current gap of difference compared to non Pupil Premium students reduces further.</p>
Students lose less learning time, due to a reduction in suspensions. Students’ needs are better met in school through a wide package of behavioural and academic support.	<p>Reduction in suspensions - as a % of roll.</p> <p>Reduction in number of students with suspensions.</p> <p>Reduction in number of students who are SEND or disadvantaged, who are suspended.</p> <p>Personal Development Centre and Personalised Learning Centre packages of intervention are impactful, and allow students to better manage their emotions/behaviours.</p> <p>Earlier intervention reduces the number of students who become behavioural recidivists.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Miskin Fresh Start training - for key staff.	<p>Phonics based approach, supports learners who have low or weak reading skills.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p>	1, 4
KS3 Literacy and Numeracy interventions	<p>Support for literacy and numeracy interventions in the younger years to support long term progress</p> <p>Accelerated Reader</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Catch-up literacy</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p> <p>Catch-up numeracy</p> <p>https://educationendowmentfoundation.org</p>	1, 4

	uk/projects-and-evaluation/projects/catch-up-numeracy	
<p>Ongoing CPD and educational literature to support both ECTs and established teachers.</p> <p>Support from the Academy Trust Director team - both in supporting teacher development and intervention with students.</p>	<p>Continued investment in teaching and teachers to provide a high quality education addressing the needs of the students. Continued CPD opportunities through OIE and external providers, weekly staff CPD. Focused CPD for ECTs and providing educational literature</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 3, 4
<p>Training for colleagues upon ACEs, Trauma Informed Approach and SEND students, implemented across the school to all staff.</p>	<p>Widening the awareness of staff, of the wider context of our students, to ensure that we understand the backgrounds of our students, and amend our practices accordingly.</p> <p>Trauma Informed Approach: https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school</p> <p>ACEs - Early Intervention Foundation: https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</p>	1, 3, 4
<p>Access to online study platforms, such as:</p> <ul style="list-style-type: none"> ● Educake ● Sparx Maths ● Language Nut ● TimesTable ● Rockstars 	<p>Technology for online learning for some of our students. Continued use of online learning tools for posting lesson resources and further practice as well as opportunities for flipped learning</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning</p>	1, 2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>121 Tuition for students in key subjects:</p> <ul style="list-style-type: none"> ● Maths ● English ● Science ● History ● Geography 	<p>Tuition targeted in core subjects and at specific students/needs/gaps based on assessment data</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</p>	<p>1, 2, 3, 4</p>
<p>Specialist Literacy Intervention Teachers and Teaching Assistants - focusing upon students with low levels of literacy or joining the country with little or no English.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</p> <p>Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p> <p>EAL Support: Evidence informed practice</p> <p>https://www.amazon.co.uk/researchED-Guide-English-Additional-Language/dp/1915261341/ref=sr_l_3?crd=3QMCW3S8F8P5T&keywords=eal+tom+bennett&qid=1667575407&s=books&sprefix=eal+tom+bennet%2Cstripbooks%2C79&sr=1-3</p>	<p>1, 2, 3, 4</p>
<p><i>Revision guides, resources and development.</i></p> <p><i>Enrichment rewards to drive attendance at</i></p>	<p>Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to</p>	<p>1, 3, 4</p>

2022-23

<p><i>additional sessions. Including trips, experiences, Prom incentives alongside food and drink.</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving attendance further and reducing the number of students who are Persistent Absentees. Use of dedicated attendance staff, DEEPS lead, rewards</i></p>	<p>Dedicated team focused on student attendance. Essential for student outcomes for attendance to be improved</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p>	<p>1, 2</p>
<p><i>Emotional and Wellbeing support - ensuring students have access to appropriate levels of support. Recruitment of dedicated safeguarding officer. Training for mental health leads</i></p>	<p>Increased need for emotional wellbeing support in school for students due to the impact of Covid-19. Many external services are now struggling with the demand, so the net of support agencies and avenues utilised continues to grow, in line with guidance.</p> <p>Mental Health and Wellbeing Guidance:</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>Promoting mental health and wellbeing:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</p>	<p>2, 3, 4</p>

<p>Uniform support - to ensure Removing barriers caused by the cost of school uniform to improve attendance 4 7 disadvantaged families are supported to equip their children with Academy uniforms. Providing all Y7 students with a free uniform bundle, support for families who are struggling through hardship fund</p>	<p>Removing barriers caused by the cost of school uniform to improve attendance and engagement with school for disadvantaged families and students</p>	<p>2, 3</p>
<p><i>Utilise the EWO and Attendance admin to target students who are eligible for Pupil Premium funding and are in danger of becoming PA or are already PA. Weekly Inclusion and Attendance meetings</i></p> <p><i>Implement a range of interventions to support students who are identified as PA. Phased reintegration and personalised support packages</i></p>	<p>DFE Attendance Case Studies: https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts</p> <p>Ofsted Best Practice: https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p>	<p>1, 2, 3, 4</p>
<p><i>Inclusion team and pastoral support staff. Interventions through the PLC, PDC, Bridge and TA team to support with literacy, numeracy, social and emotional intervention and behaviour intervention</i></p>	<p>As above - small group work Understanding of ACEs / SEND/ EAL ELSA support EMAT team liaison</p>	<p>1, 2, 3, 4</p>

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.

Summary of outcomes results 2022:

Area		Pupil Premium	Non Pupil Premium
English	Grade 4+	61.8%	80.4%
	Grade 5+	44.3%	65.2%
Maths	Grade 4+	44.3%	60.9%
	Grade 5+	29.0%	39.9%
English and Maths	Grade 4+	42%	59.4%
	Grade 5+	26.7%	37.7%
Achievement 8		34.52	43.77

There is clearly still a disparity between outcomes of those disadvantaged students, and those who are not.

Further robust measures have been put in place for the coming academic year to try to ameliorate the gap and further focus upon the achievement and outcomes for those students.

It is clear that there needs to be a greater focus upon literacy, to ensure that all students - in particular those from a disadvantaged background - can access their education. In addition to the lack of resilience shown by a number of learners in this cohort. The Academy has widened its support package and the agencies/services it works with to ensure that appropriate support is in place moving forward.

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
Therapeutic Support	Bungalow Project
Therapeutic Support	Mind
Educational Psychologist	Middlesbrough Borough Council