

Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil 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 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	599
Proportion (%) of pupil premium eligible pupils	59.4%
Academic year/years that our current pupil premium plan covers (3 year plans are recommended).	2023-2026
Date this statement was published	30.09.2024
Date on which it will be reviewed	05.09.2025
Statement authorised by	Mr J Rhodes (Principal)
Pupil premium lead	Mr J Rhodes
Governor/Trustee lead	Mrs S Houston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382642.40 (estimated)
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	£382642.40 (estimated)

Part A: Pupil Premium Strategy Plan

Statement of Intent

In England, there is a considerable difference between the achieved GCSE outcomes for those students who are deemed eligible for pupil premium and those who are not. All schools nationally are responsible for diminishing this difference for their students as quickly as possible. Our intention is that all students, irrespective of their background, or the challenges that they face, make good progress across the curriculum.

As an academy, we fully welcome this drive to secure the very best outcomes for all students, regardless of their circumstances or individual need. This is a fundamental right for all of 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.

The focus of our Pupil Premium Strategy 2024-25, is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and those with SEND. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

It is critical that we identify the barriers that students face to their attendance, learning and progress at school. This in turn allows our relentless focus, support and challenge for our young people, so they can all secure life changing qualifications and the confidence and skills needed to make their way successfully in adult life and the workplace.

Both high-quality teaching and robust pastoral support is at the heart of our approach. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We aim to know all of our students and their families well, to allow timely, bespoke support where it is needed, drawing upon a wide range of strategies and support processes from teachers, learning managers, support staff and the leadership of the academy, as part of a graduated response approach.

The key principles of this strategy are to secure good outcomes for disadvantaged students whilst removing other barriers to education. This strategy focuses mainly on:

- Improving the literacy and numeracy skills of all students in the academy with a focus on students who are underachieving in KS3
- Providing additional academic support to bridge gaps in learning
- Students' attendance will improve significantly, and the number of students with

persistent absence issues reduces

- Improving behaviour and other barriers to learning.

Other 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:

- Established, organised routines of study.
- Access to an extensive pastoral support programme.
- High quality subject support from Academy and Trust staff.
- An extended academy enrichment provision, allowing for the appropriate time given to completion of homework and revision.

Curriculum Support

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

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, to facilitate their studies.

Accelerated Reader, Lexia and Miskin are used to raise literacy across the academy.

Accelerated Reader is used across KS3 literacy lessons to promote independent reading and comprehension skills. Students are tested 4 times throughout the academic year to assess progress. Lexia is a targeted intervention, predominantly used in years 8 and 9, to help support those students that are below their required reading age.

The Miskin programme targets students with a reading age of 8 and below. Its core aim is to facilitate children with the tools they need to develop their reading level, by improving reading comprehension, creative writing skills and self-esteem.

Specialist literacy and numeracy support in Key Stage 3, following the appointment of two Literacy Teaching Assistants and a Primary Specialist Teacher, who delivers an 'Elevate' curriculum for a small core of KS3 students.

Sparx maths and Seneca (science), are online resources that are available to all students and facilitate personalised intelligent maths and science practice.

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, delivered by our highly skilled Heads of Department.

Alternative provision for a small number of students is accessed through our Trust Alternative Provision, at Outwood Academy Eston, including partnership with the Local Authority and other approved local providers where necessary.

Additional small group interventions occur through the inclusion area where necessary, offering further academic support or personal development.

Uniform

A full Outwood uniform and PE kit is provided for all new students due to attend the academy in September. Hardship funding grants are also available to families who may need further financial support with uniform as their child progresses through their school years.

Careers advice and guidance

An independent Careers Advisor (Progress Careers) has been employed for up to two days per week to work with students in all year groups. Currently, all Year 11 students receive an individual 'interview' with the Careers Advisor 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 Advisor with a focus on their future and choices.

The academy also offers a range of trips and experiences, where students have the opportunity to visit colleges, universities and a variety of industries. We regularly invite staff from a variety of workplaces to talk to students about their routes into employment and how they can access the relevant training and education.

Pastoral Care

The Inclusion Co-ordinator, SENDCo, Learning Managers, Safeguarding Officer, Teaching Assistants, Attendance Officers, CEIAG Officer, Inclusion staff, Behaviour Admin and Education Welfare Officers, make up a highly skilled and experienced team whose focus is the attendance, welfare and attainment of all students. In addition, skilled Senior leaders (Pastoral Leads) have been added to this team.

Last academic year, a specialist SEMH Teaching Assistant was appointed to support students who are key behavioural recidivists. This helps students to develop their social and emotional needs through one-to-one sessions, small group sessions and 'Drawing & Talking' therapy.

Weekly inclusion meetings ensure that all students are making progress and have access

to the support that they need. Vulnerable students are closely monitored so that early interventions can be implemented to help reduce the barriers to learning. Our school nurse works with students and is a valuable resource to offer support and medical advice and in addition, 'Schools in Mind' visit the academy each week to provide on-side counselling support.

This dedicated team of staff are trained to support all of our students within the academy to help students regulate behaviour, remove the barriers to learning and reduce suspensions.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 4 years indicates that attendance among disadvantaged students has widened since the pandemic.
2	Our assessments, observations and discussions with students and families have identified social and emotional issues for many students. Since the pandemic, referrals for support, both in school and through external agencies markedly increased.
3	Our behaviour data shows that disadvantaged students have higher levels of behaviour sanctions and suspensions from the academy.
4	Our observations suggest many lower attaining disadvantaged students lack metacognitive/self-regulation and resilience strategies when faced with challenging tasks. This is indicated across the curriculum, particularly in maths and humanities subjects.
5	Our assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension, compared to their peers.

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
To achieve and sustain improved attendance for all students, particularly our	Sustained high attendance from 2025/26 demonstrated by:

disadvantaged students.	<ul style="list-style-type: none"> To increase attendance for PP students and reduce the gap to non PP students.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> Student voice data and teacher observations show improved attitudes towards support offered by school. An increase in participation in enrichment activities, particularly among disadvantaged students.
To achieve and sustain a reduction in suspensions from the academy in the pupil premium cohort, including those who are not within this cohort.	<p>Sustained suspension rate reductions from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> The disadvantaged cohort of students has a lower suspension rate in relation to the national figures of FTE as a percentage of number on roll.
Improved reading comprehension among disadvantaged students across KS3.	<p>Miskin and literacy data demonstrate improved reading and comprehension skills among disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this through improved literacy in lessons and student engagement (learning reflections).</p>
Improving attainment and progress and reducing the gap to non-PP.	<p>Ensuring the gap between disadvantaged and non-disadvantaged students has closed with disadvantaged students achieving at least national average A8 and P8 scores.</p>

Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £260,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity to support academic	Increased teaching capacity in previous years has led to	4 & 5

<p>attainment gaps.</p>	<p>the attainment gap closing rapidly. In addition, one to one tuition has been shown to have high impact for moderate cost, therefore narrowing the gap across the board.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Ongoing high-quality CPD and literature and evidence based practice to support ECTs and established teachers.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	<p>4 & 5</p>
<p>Access to technology and revision guides to allow for suitable home learning.</p>	<p>Evidence shows that technology can be used to improve teaching and learning. Homework can secure on average +5 months of progress in secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework</p>	<p>4 & 5</p>

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

Budgeted cost: £44,588

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4 & 5
Targeted 1 to 1 or small group support for English, Maths and Science.	Provides support for those students with identified gaps in their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4 & 5
Providing revision guides, resources and developing home study skills	Supports students with independent learning beyond the classroom to secure knowledge and deepen understanding. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	4 & 5

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

Budgeted cost: £401,383

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. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1 & 2
Emotional and wellbeing support.	Priority as identified in the government publications and in the EEF documentation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotional%20wellbeing%20su https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	1, 2, 3 & 4
Enrichment attendance with a widened offer to support experiential learning for our students.	To increase student voice, enjoyment and engagement and increase cultural capital. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=extende https://journals.sagepub.com/doi/10.1177/0038038501035004006	2 & 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1
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Total budgeted cost: **£382642.40**

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 2023 to 2024 academic year.

Area		Pupil Premium	Non Pupil Premium
English	4+	40%	73.2%
	5+	36%	58.9%
Maths	4+	24%	58.9%
	5+	6%	42.9%
English & Maths	4+	24%	58.9%
	5+	6%	41.1%
Progress 8		-1.43	-0.56

The gap between disadvantaged and non disadvantaged students is evident in the data above. The academy is working hard to bridge the gaps in knowledge through first quality teaching, the use of 1-1 tutors and focused classroom delivery on retention and recall. Literacy is a key area the academy is looking to improve which will also improve the outcomes of students. It is also clear that the academy must continue to work on student resilience and belief that they can succeed.

Headline attainment figures:

5% Increase in 4+ Basics from 2023. Increase of +0.5 A8 points and 7% increase on4+ in English Language. Decrease in P8 measure for Science of +0.6 against 2023. Increase in APS of +0.9.

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Improvement in Key stage 3 from Praising stars Cycle 2 to cycle 6. English improvement of 22% disadvantaged in Y7, 26.8% in Y8 and 21.4% in Y9. In Maths 14.3% improvement in Y8 and 21.1% improvement in attainment in Y9

Whole academy attendance data for 2023/24 improved by 2.9%, compared to the previous academic year. The academy's persistent absenteeism figure for 2023/24 also improved by 5.2%, compared to the previous academic year. However, attendance for Y11 cohort was 78.7%

Poor attendance, undoubtedly, has a negative impact on the final performance of some of the most vulnerable students in the academy. However, attendance continues to be a key priority for all within the academy and staff continue to act swiftly, when a student's absence begins to deteriorate.

Attendance for disadvantaged students in three year groups **increased** from their respective figure the previous year. Attendance increased in 3 Year groups by between 0.9 and 2.0% compared to the previous year. Academy attendance **increased** by 2.5% (all students 2022-2024). Disadvantaged attendance increased by 2.95% over the same time period

Enrichment attendance between 2022 and 2024 has **risen** by 11% for disadvantaged students. Attendance by Y11 at KS4 student enrichment was 8% **higher** in the 2024 disadvantaged cohort

Tutor time also has a much clearer visual focus on attendance and the academy has seen more engagement with parents. At the start of the 24/25 academic year attendance is **improving again**.

The mental wellbeing of students in the academy was a key focus in the last academic year. The academy developed a key relationship with agencies such as Schools in Mind and Alliance. This provision will continue this academic year, alongside a more streamlined library of personal development and support within our Inclusion department.

The academy recognised that in KS3 the academy had a proportion of students who had joined the academy with underdeveloped skills in literacy and numeracy, which would impact student outcomes in later years. The academy invested in two Literacy Teaching Assistant and a Primary Specialist Teacher to develop these skills within a small group setting. This has had a positive impact on the confidence of these students which it is hoped will improve life opportunities.

Further information: additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recover premium. That will include:

- Embedding the '5 pillars of learning structure', which in turn will improve the effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- All teaching staff are participating in the 'Embedding Formative Assessment' (EFA) programme. This aims to improve the quality of feedback given to students. EEF evidence involving 140 secondary schools found that learners made the equivalent of two months additional progress.
- Offering a wide range of high-quality extra curricular activities to boost wellbeing, behaviour, attendance and aspiration. We are launching the Duke of Edinburgh award this year, which will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.
- Increasing our work with the school community to help improve home-school relationships with the academy. One of areas of focus is to get students and their families engaged with the academy through events, bespoke for each year group, as well as events bespoke to different cohorts of students e.g. SEND parent drop-ins and events in conjunction with the feeder Primary schools.
- Ensuring students understand what support is in place for them (including the targeted interventions listed above), what is expected from them in their day-to-day school life and how staff will be able to support them. This will help to address the concerns around student resilience and wellbeing.