Pupil premium strategy statement – Outwood Academy Carlton

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1101
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Paul Haynes
Pupil premium lead	Kate Baker
Governor / Trustee lead	Kelly Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£394,985
Recovery premium funding allocation this academic year	£124,355
Pupil premium (and recovery premium) funding carried forward from previous years	NIL
Total budget for this academic year	£519,340

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Many of our students have poor basic skills in literacy and numeracy and this is evident across the curriculum and becomes a barrier to learning across most subjects.

Reading ages are low, particularly amongst disadvantaged pupils and handwriting has become a real issue following the COVID-19 pandemic. |
| 2 | Disadvantaged pupils make less progress and attain lower than their non-disadvantaged peers. This occurs across most subject areas. |
| 3 | Our attendance data indicates that attendance among disadvantaged pupils is lower than their non-disadvantaged pupils.

Similarly, more disadvantaged pupils have been 'persistently absent' in comparison to their non-disadvantaged peers.

Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 4 | Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.

This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.. |
| 5 | Our assessments (including surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.

Referrals for support remain high with a large proportion of our cohort identified as being 'vulnerable'. |
| 6 | Many of our pupils have struggled to access learning successfully following the COVID-19 pandemic and demonstrate a lack of aspiration and ambition, low confidence and resilience. This is particularly so with disadvantaged pupils and has a major impact across all areas of the curriculum, leading to poor attainment. |

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 attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths and science.	Significantly close the attainment gap between disadvantaged pupils and their non-disadvantaged peers. *Refer to the Academy Improvement Plan for specific targets.*
Improved reading comprehension and handwriting skills among disadvantaged pupils across KS3. Students have a level of literacy that allows them to access the curriculum. Those students who are below Age Related Expectations (ARE) close the gaps with their peers.	Reading comprehension tests demonstrate a significant improvement in comprehension skills, particularly among disadvantaged pupils, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Teachers recognise an improvement in the handwriting skills for the targeted KS3 students. Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.
Improved basic numeracy skills among disadvantaged pupils across KS3. Students have a level of numeracy that allows them to access the curriculum. Those students who are below Age Related Expectations (ARE) close the gaps with their peers.	Numeracy assessments demonstrate a significant improvement particularly among disadvantaged pupils, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. Extensive support and a range of strategies are available for students who are struggling with their mental health, allowing students to flourish and fully engage with the curriculum.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations. ● improved engagement across the curriculum eg. attendance, lesson removals
To achieve and sustain improved attendance for	Sustained high attendance demonstrated by: ● A significant improvement in the overall unauthorised absence rate for all pupils

all pupils, particularly our disadvantaged pupils.	● The attendance gap between disadvantaged pupils and their non-disadvantaged peers closes significantly. ● A reduction in the percentage of all pupils who are persistently absent ● The proportion of disadvantaged pupils who are persistently absent approaches the same figure for their non-disadvantaged peers. *Refer to the Academy Improvement Plan for specific targets.*

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: **£118,073**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that first wave teaching is of high quality, supported by a programme of professional development that is focused around pedagogy	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4
Ensure that we are able to recruit the best teachers, using the TES recruitment package and creative strategies to recruit and retain staff	https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention# https://educationendowmentfoundation.org.uk/public/files/Recruitment_and_retention_guidance_FINAL..pdf	1, 2
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.	1, 2, 4

	https://educationendowmentfoundatio n.org.uk/education-evidence/teaching-learning-toolkit	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Fund professional development for literacy and numeracy. Trips to support literacy development.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2
Embedding the KS3 home learning strategy ● Use of Learning Planners at KS3, including extending into Y9 ● Proud projects ● Stretching the most able 'next level learner' students ● Assessing knowledge through 'recap and recall' quizzes and activities Improve engagement with home learning at KS4, particularly in Maths ● Use of rewards and incentives	https://educationendowmentfoundatio n.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundatio n.org.uk/public/files/Publications/Cogn itive_science_approaches_in_the_cla ssroom_-_A_review_of_the_evidence.pdf	2, 4
Enhanced staffing allows a full and extensive programme of PE enrichment	https://www.gov.uk/government/public ations/research-review-series-pe/research-review-series-pe	5, 6
Allow students full and extended access to the curriculum by providing additional resources for subject areas, in order to enhance the teaching and hence the learning experience within these subjects eg. access to laptops in DT, chairs for Dance		2, 4

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

Budgeted cost: **£98,108**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutors in Maths, English and Science to provide small group and 1 to 1 interventions for those students that are underperforming or are struggling in particular areas within these subjects, and also provide basic literacy and numeracy interventions for KS3 students	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4
Aspire room available support students who are unable to access mainstream lessons. Targeted intervention provided by the Bridge Manager	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2, 3, 4, 5
PLC provides an alternative personalised curriculum for a cohort of children who struggle to access mainstream lessons. Staffed by a PLC Coordinator. Provide resources to support this provision and fund intervention programmes for this cohort eg. swimming, horticulture	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	All
Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 4
Specialist Literacy TA to coordinate and deliver targeted literacy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
intervention for KS3 students		
The LRC Manager provides additional support within the library in areas such as Accelerated Reader and targeted support / intervention with literacy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2
Provide targeted support and intervention for literacy, using packages such as Lexonic, MyOn, Accelerated Reader and Rapid Reader Plus	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 4
Introduce a strategic approach to provide targeted support and intervention in order to improve basic numeracy skills, using the Numicon and Numeracy Catch Up packages. Provide staff training for these packages. Academic Mentor and Third Space Learning mentors to provide further numeracy support for targeted students.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	1, 2, 4

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

Budgeted cost: **£303,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of external agencies such as iSpace, Compass and Adastra provides strong support for students who are struggling with their mental health. Wellbeing staff oversee the whole-school approach to wellbeing and provide staff with the knowledge and	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5, 6

confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns.		
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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5, 6
An extensive Careers programme over 5 years, complemented by independent CIAG from Careers Inc, ensures that students are well informed and supported	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1103188/Careers_statutory_guidance_September_2022.pdf	6
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.	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	3
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	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2
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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4, 5, 6
Raise aspirations through access to The Brilliant Club	https://www.educationopportunities.co.uk/wp-content/uploads/Steph-Hamilton-	6

Scholars' Programme, trips and links with universities.	The-Brilliant-Club-NEON-Session-11072019.pdf	
Improve the behaviour, resilience and engagement of students by engaging with the 'Think for the Future' programme, which involves the deployment of an on site mentor.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 6
Engage with 'Active Futures' to provide bespoke intervention for individuals and groups of students, with a view to increasing their motivation and engagement with the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 6
Provide a low cost / free breakfast provision for students, particularly for those students who are disadvantaged, accessing external programmes where possible.	https://www.family-action.org.uk/what-we-do/children-families/breakfast/	2
Introduce a 'therapy dog' on site, to help develop students' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and develop empathy and nurturing skills.	https://www.frontiersin.org/articles/10.3389/fvets.2021.655104/full	5, 6
Support the development of the PLC through the appointment of an additional Associate Assistant Principal.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2, 3, 6
Contingency fund for acute issues.		All

Total budgeted cost: £519,441

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.31. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 37.1. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that the progress of the school's disadvantaged pupils in 2021/22 was better than the national figures for similar children. The attainment of the school's disadvantaged pupils in 2021/22 was in line with the national figures for similar children.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has remained similar since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was +0.06, and the Attainment 8 score was 47.6. Our analysis suggests that the reason that we have been unable to close this gap is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Absence among disadvantaged pupils was 2.6% higher than their peers in 2021/22 and persistent absence 12.7% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour deteriorated last year. Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are only partly on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.