

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 City
Number of pupils in school	1133
Proportion (%) of pupil premium eligible pupils	43.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/26
Date this statement was published	08/09/2023
Date on which it will be reviewed	September 2024
Statement authorised by	E Rosaman
Pupil premium lead	R Sheehan
Governor / Trustee lead	J. Smythe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£480,582
Recovery premium funding allocation this academic year	£127,666
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£608,248

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective

Our vision is to put students first, raising standards and transforming lives. Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including in EBacc subjects. We aim to support every student to achieve the qualifications they need to progress confidently to the next stage of learning, training or employment. Sir Kevan Collins, former CEO of the EEF explains: 'Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives' Therefore, our expectation at Outwood Academy City is that all students, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting, citizens. The approaches we adopt complement each other to help students to excel. Although academic achievement is at the core of what we do, we believe that school should be about more than just passing exams. To complement their qualifications, we also develop the skills and attributes which will allow pupils to become positive change makers in their own and other people's lives. We provide a broad range of extracurricular and community activities, personal development opportunities and pastoral care to support pupils in becoming confident, capable adults. We are committed to ensuring that children within all pupil groups achieve their full potential and our pupil premium strategy aims to ensure all pupils have access to the same wider experiences and do not miss out due their background or disadvantage.

Overarching strategy

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged students from attaining well.

These include:

- Attendance and PA,
- attitudes to learning, behaviour and exclusion levels,
- expectations and aspirations,

- wellbeing, mental health and safeguarding,
- access to technology and education materials,
- reading comprehension and vocabulary.

Our approach will be responsive to both common challenges and our students' individual needs.

In order to pupils to achieve, our strategy ensures that:

- There is a clear focus on Quality First Teaching, through our approach to a consistent common pedagogy and use of collaborative learning structures
- Staff are aware of children and their needs, including wider contextual data such as reading ages
- Children in receipt of pupil premium are carefully tracked, with targeted intervention in place
- We employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support
- Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

The activities we have outlined in this statement are also intended to support pupil needs, regardless of whether they are disadvantaged or not.

Key Principles

Our strategy follows a tiered approach to Pupil Premium spending. We aim to offer a balance between improving teaching, targeted academic support, and wider strategies.

As a result of our strategies, a pupil at Outwood Academy City:

- can read and write fluently, regardless of their socio-economic background
- can access the right pathway for their individual needs to be successful at and beyond secondary education
- has good levels of attendance

- receives effective and timely support from trained staff
- receives targeted intervention when needed, which leads to successful outcomes (pastoral or academic)

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy, lexical field and reading at home. PP students on entry have lower literacy levels and reading ages than non-PP students on entry. Assessments, observations and discussion with staff indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. This gap remains steady during pupils' time at our school We need to continue to improve 5+ and 4+ in English through literacy interventions
2	Continue to improve 5+ and 4+ in maths through numeracy interventions
3	Continue to improve the EBACC entry through appropriate IAG
4	Attendance rates for students who are PP are below the 95% benchmark, which reduces their number of school hours and as such impedes their progress.
5	Attitudes to learning, behaviour and suspension levels. The effect of the school closures has meant that many of our pupils have not had access to a structured learning environment for prolonged periods of time. Some have struggled to adapt to the routines and expectations of school with standards of behaviour for learning being an obstacle to some pupils making the good progress we want to see
6	Expectations and aspirations. Our discussions with and observations of students have identified that some of them have low aspirations regarding their attainment in exams, next steps in education and their future careers.

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
Students improve their numeracy and literacy skills during KS3 to achieve 5+ or better in English and maths in Year 11.	Pupils eligible for PP in Year 7, 8 and 9 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 80% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using Praising Stars © English & maths assessments in December, April and July
Students improve their English & Maths outcomes in Year 10 & 11.	Pupils eligible for PP in Year 10 and Year 11 will attend regular 121 provision for maths and English.
The percentage of students taking the full EBACC improves in Year 11.	Effective IAG during Year 9 to increase the number of students selecting the full EBACC set of qualifications..
Increased attendance for all students that are eligible for PP.	Effective attendance strategies to be implemented so that the overall attendance among pupils eligible for PP improves from 68% (during the pandemic) to 95% in line with the government benchmark.
To achieve and sustain improved attendance for all our pupils, particularly those from disadvantaged backgrounds and a reduction in PA's	<p>Improved attendance: whole school 97% and persistent absence 10% for all groups. Sustained high attendance in 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils is no less than 97% • The gap between disadvantaged pupils and their non-disadvantaged peers is no more than 3.5% and reduces to zero over three years
Pupils demonstrate positive attitudes towards learning	<p>Improved attitudes to learning, increased achievement points, reduced behaviour points and reduced exclusion levels of PP pupils.</p> <p>Reduced behaviour incidents for all groups as shown by internal data and fixed-term exclusion rates Internal and external quality assurance processes.</p> <p>A reduction in the number of negative behaviour points given to disadvantaged pupils, and a reduction in FTEs and Lifebelts</p>

Pupils demonstrate higher expectations and aspirations for themselves and their futures	Number of PP NEET pupils reduced.
<p>Students feel safe and that their social and emotional needs are being met. They feel supported both inside and outside of the academy.</p> <p>Students with barriers to learning feel included and make progress academically as a result.</p>	<p>Sustained improvements in wellbeing and behaviour will be evidenced by pupil wellbeing surveys and case studies.</p> <p>Academic progress for PP students is above national evidenced by achievement data. Reduced exclusions for PP students evidenced by exclusions data and individual case studies. (internal exclusion and suspension)</p> <p>PP attendance is above national.</p> <p>Positive to negative points ratios for PP students are in line with non PP ratios</p>
All pupils are able to access learning from home and have the facilities and resources to do so	<p>Pupil and parent feedback show all students have access to a device to complete home learning, this includes internet access where this isn't already available in the home.</p> <p>Data shows that home learning submission and engagement are improving and the number of incidents of students not completing work is minimal.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Biannual reading tests in September and July to highlight reading and lexical field interventions have been successful. The reading age gap between PP and non-PP is closing and a larger proportion of students are at age related reading age or higher.</p> <p>Reading for pleasure is embedded in the curriculum and a positive culture towards reading is experienced by all our students in the school. This has a positive effect on our disadvantaged pupils as they are guided towards appropriate material to read and are allocated curriculum time to develop their reading skills.</p>
Improved Academic Outcomes for all disadvantaged students	<p>By the end of our current plan in, KS4 outcomes demonstrate that:</p> <ul style="list-style-type: none"> • On average disadvantaged pupils achieve Progress 8 of no less than 0.0. • The progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers is at least in line with national average.

	PS data demonstrate an improvement throughout the academic year of the progress of pupil premium students.
Cultural Capital for all disadvantaged students	<p>We want our students to fully immerse themselves in school lives, both in and out of the classroom. We want them to become our confident and responsible leaders and we want them to experience activities that stretch them beyond the routines of school learning and improve their cultural capital.</p> <p>We want for their parents to fully engage with school and work in a partnership with us to support their child in their secondary school journey.</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)

Budgeted cost: £ 247,489 [*provisional*]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor time reading & Tutor time numeracy KS3	The current average RA for students is 10 Years. Where students have a better command of oracy this improves life chances and future prospects for further training and employment. The EEF suggests that student performance is accelerated by 5+ months for oral language interventions and 6+ months for reading programme interventions. They also suggest 4+ months for Teaching Assistant interventions.	Challenge 1
All students to have access to 1-2-1 and small group work in English, Maths and Science.	The EEF suggests that student performance is accelerated by +4 months.	Challenge 2
Programme of IAG to be implemented during Y9.	The full EBACC measure improves student's life chances and provides them with access to courses and future prospects as outlined by the DfE.	Challenge 3
Attendance Influencers	Attendance Tutor mentors & Learning Managers. Weekly discussions with students who need to improve their attendance. Stickers will be provided to Tutors on a weekly basis to ensure they have a clear picture of which students need support. Mentoring is said to improve outcomes by 5+ months.	Challenge 4
Ensure that all children have access to high quality and age appropriate sex and relationships education utilising the Jigsaw PSHE/RSE Programme.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf	

PSHE RSE resources.	PSHCE coordinator assigned to oversee this.	
PSHE coordinator role.		
Providing resources to develop, embed and maintain the reading programme. Support from the National Literacy Trust	https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say Support from the National Literacy Trust	Challenge 1
Literacy catch-up small group work	Testing of students on entry highlights students with below age literacy skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	Challenge 1
Purchase of standardised diagnostic assessments. Engage in trust wide standardised assessment. Training provided for staff to ensure assessments are interpreted correctly and outcomes acted on.	As reported by the EEF, Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up	Challenge 1
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf	Challenge 1,2

disadvantaged pupils, followed by subjects identified as priorities.		
Embedding instructional coaching as the key mechanism for improvement in teaching and learning.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support https://tdtrust.org/about/evidence/ Walkthrus is informed by research undertaken by Barak Rosenshine, which underpins effective approaches to teacher instruction and ensures strong outcomes for students.	All
Ensuring material access to a wide range of Continuing professional Development for all staff, by funding lesson cover so that staff can attend training courses, such as NPQs and MEd courses	https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	All
Ensuring the recruitment and retention of the highest quality staff	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf	All
Implementing the EALT and CLS strategies across the school to ensure best practice through: <ul style="list-style-type: none"> • Knowledge Acquisition • Knowledge Recall (Short and Long-term) • Knowledge Application • Skills Development • Questioning 	Use of Rosenshine's principles of instruction and Walkthrus. EEF Cognitive Science approaches in the classroom. EEF Special Educational Needs in Mainstream schools. Sweller's Cognitive Load Theory Willingham's Simple Model of Memory Lemov's Teach Like a Champion	All

Development of OACity PD library to promote an evidence/research informed practice	<p>Staff are able to access evidence and research informed approaches to develop pedagogy and achieve maximum gains with student progress and achievement.</p> <p>Morrin, J cited in Jones, K (2022) The Teaching Like The value of edu-book clubs on teacher professional development</p>	All
Whole staff CPD on development of EALT and CLS for Teaching and Learning.	<p>By investing in staff to raise the quality of what happens in the classroom is likely to have a greater impact upon the quality of learning.</p> <p>Metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>Walkthrus https://www.walkthrus.co.uk/</p> <p>Rosenshine https://teacherofsci.com/principles-of-instruction/</p> <p>Instructional Coaching https://www.ambition.org.uk/blog/what-instructional-coaching/</p>	All
All Y11 students to be provided with high quality revision resources for all their exam subjects	Yr 11 received all revision resources.	All

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

Budgeted cost: £274,000 [provisional]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills in KS3.	We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame and can accelerate student progress by 4+ months. The resources that will be included are the IDL phonics, Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Numicon and IDL numeracy. All of these resources have been proven to add at least +4/5 months' progress.	Challenge 1
121 tutors are provided to ensure PP students achieve improved outcomes	The EEF outlines how 121 tuition can accelerate student performance by +5 months.	Challenge 1
121 NTP to close gaps due to COVID	The EEF outlines how 121 tuition improves student outcomes by 5+ months.	Challenge 1
Effective IAG mentor meetings	IAG meetings with individual students to ensure appropriate courses are selected to enable students to achieve the full EBACC. The EEF suggests that mentors can impact student progress by 5+ months.	Challenge 5
Attend to Achieve Mentors	Students will be provided with an attendance mentor for those students who are causing concerns. Mentors as suggested by the EEF can have a significant impact on student outcomes by 5+ months.	Challenge 4

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

Budgeted cost: £80,000 [provisional]

Activity	Evidence that supports this approach	Challenge number(s) addressed
PA students	Individualised support packages are implemented for students who are identified as PA. Wrap around care and support will be provided to ensure the student is accessing the correct services to improve attendance. The EEF suggests that engaging parents can add 4+ months.	Challenge 4
SEMH Support	Students will be provided with bespoke support from a qualified Counsellor. Additional support will also be provided through packages such as CBT, Flower 125, Exam busters etc. Wellbeing support is suggested to have an impact of 5+ months as outlined by the EEF.	Challenge 5
Learning Managers trained to monitor students attendance and follow up quickly on truancies. First day response provision	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	Challenge 4
Increased positive contact through phone calls and emails. Encouraged attendance to parent's events with students/parents	Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students. https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf	Challenge 1,5
Free Breakfast club place for all students to support attendance and punctuality	To get disadvantaged students into school on time and attending regularly we offer a free breakfast for all disadvantaged students.	Challenge 1,2
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/ EIF's report on adolescent mental health found good evidence that CBT interventions support young people's	Challenge 2

with our local behaviour hub and teacher release time.	social and emotional skills and can reduce symptoms of anxiety and depression: https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	
Embedding principles of good practice set out in DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Learning Managers for each year will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	Challenge 1
Provide a high quality counselling service within the Academy setting to enable students to access counselling with minimal disruption to their attendance and education.	Evidence from Academy data showing positive impact of counselling on attendance. https://www.roehampton.ac.uk/psychology/news/school-counselling-can-help-young-people-manage-mental-health-issues-despite-costs-first-ever-research-into-the-subject-reveals/#:%7E:text=%E2%80%9CCounselling%20provides%20a%20safe%20space,better%20in%20their%20daily%20lives	Challenge 4
Provide bespoke interventions for individual students, including enhanced opportunities for support with a trusted adult, through the inclusion faculty	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	Challenge 5
Provide Men at Work training/intervention to support boys mental health and social interactions.	https://menatworkcic.org/feedback/	Challenge 5

Provide Human Utopia intervention to support wellbeing and aspiration	https://www.humanutopia.com/impact/	Challenge 5
Staff training for Mental Health First Aid. Staff training for trauma and attachment to support staff expert knowledge of individual students. Staff training for EMR method.		Challenge 5
Contingency fund for acute issues and provision of resources that children might individually need. For example, uniform, additional free school meals, school trips and other activities relating to the learning journey	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Train Learning Managers to work with vulnerable and disadvantaged students.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviour Intervention Toolkit	Challenge 5
Develop and implement clear strategy and process for behaviour interventions		Challenge 5
Regularly monitor PP students and the amount of rewards etc that they are getting. Reward first strategies.		Challenge 5

Total budgeted cost: £601,489

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 2022 to 2023 academic year.

	<i>Pupils eligible for PP 2022</i>	<i>Pupils not eligible for PP 2022</i>
<i>% achieving 5+ English & Maths</i>	21.2%	46.5%
<i>% achieving 4+ English & Maths</i>	36.5%	64.3%
<i>Progress 8 score average</i>	-1.47	-0.41
<i>Attainment 8 score average</i>	31.62	47.51
<i>EBACC APS</i>	2.7	4.2

Looking at the outcomes there has been a dip in progress across all KPIs when compared to 2022 results. This could be attributed to the gaps in learning caused by the pandemic and, in particular issues around attendance.

The PP strategy focused on improved attainment, Year 7 & 8 Numeracy & Literacy, Additional lessons through small groups work in English, Maths and Science and the use of directors to support Head of Departments to accelerate student outcomes. Access to 121 tuition for English, Maths and Science. Improvement in attendance.

In Y7 65% of students are achieving ARE in English and the gap is currently -10. In maths 60% are achieving ARE and the gap is currently -15.

In Y8 50% of students are achieving ARE in English and there is a gap of -20. In maths 50% are achieving ARE there is a gap of -20 The gap still needs to improve.

All students were provided with Consolidation En and Ma . The use of directors had a positive impact on student outcomes, where their expertise was used by HoDs to ensure timely support was provided through the RAG process and I2I tuition. If this had not been implemented the results may have been significantly lower.

Further information (optional)

In addition to the above students were provided with;

Access arrangements assessments

Music Lessons from the peripatetic tutors

SLT Mentors

GCSE Pod & Sparx online programmes

Additional 1 to 1 and small group work for English Maths and Science in Year 10 and Year 11

Additional appointment of a Teaching Assistant

Revision Materials