

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 academic year, 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 Redcar
Number of pupils in school	622
Proportion (%) of pupil premium eligible pupils	50.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	L Johnson
Pupil premium lead	K Broom
Governor / Trustee lead	C Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£355355
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	Total = £355355

Part A: Pupil premium strategy plan

Statement of intent

This strategy sets out how Outwood Academy Redcar intends to support its Pupil Premium students. The Academy Trust vision is 'Students First: Raising Standards and Transforming lives.'

At Outwood Academy Redcar it is our intention that all students, regardless of their background, reach their potential and have the best possible life chances provided through our broad curriculum and pastoral care. To that end, it is our intention that our disadvantaged children reach their potential, make excellent progress and have a wide range of options open to them post-16, removing barriers and allowing students to be 'the best they can be'.

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 quality of teaching and learning
- providing additional academic support to close attainment gaps
- improving reading and literacy skills
- improving attendance
- improving behaviour choices
- removing barriers to education

A range of activities across teaching, targeted academic support and wider support, based on research, will be employed to work towards the key principals over the next 3 years.

Challenges

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

Challenge number	Detail of challenge
1	Pupil attainment for disadvantaged pupils is lower than non disadvantaged. Although the gap has reduced, the attainment of all groups needs to be higher. Progress last year is significantly below the National Average and although it is attainment only for the next 2 years an improvement in progress is essential for year 3.

2	Literacy skills at KS3 are lower for disadvantaged pupils which impacts their access to learning.
3	Attendance of disadvantaged students is below that of their non-disadvantaged peers which reduces school learning hours and impacts outcomes.
4	Suspensions of disadvantaged pupils are significantly higher than non disadvantaged. Lost learning for some pupils can have further impact on outcomes.
5	SEMH issues continue to have an impact on pupils.

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 and progress, including a reduced gap between Pupil Premium & Non Pupil Premium.	Achieving at least National Average for attainment and progress (third year). The gap between disadvantaged and non disadvantaged has continued to close.
Improve and sustain attendance.	Improved attendance of disadvantaged pupils closing the gap with non-disadvantaged pupils. Figures for disadvantaged pupils continue to be better than the National Average.
To achieve a reduction in the suspension from the academy in the Pupil Premium cohort.	Reduction in suspension rates as a percentage on roll and 1+ suspensions. Reduction in suspension rates of disadvantaged pupils.
Improved reading and literacy skills in KS3, contributing to improved outcomes.	Improved reading skills of Pupil Premium pupils evident through Miskin and literacy data based on starting points. Improvement in Accelerated Reader data.

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: £177,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching capacity to support the attainment gap.</p>	<p>High quality teaching. Recruitment of high quality teachers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=sit_e_search&search_term=high%20quality%20teaching</p>	<p>1 & 2</p>
<p>Ongoing CPD and educational literature to support both ECTs and established teachers.</p> <p>Ongoing CPD for staff to develop their teaching practice, subject knowledge and pedagogy. This will involve external and internal training including support and release time.</p>	<p>Continued investment in teaching and teachers to provide a high quality education addressing the needs of the students.</p> <p>Continued CPD opportunities through OIE and external providers, weekly staff CPD. Focused CPD for ECTs and providing educational literature.</p> <p>Cover provided to release staff to engage in different strategies to allow for the CPD opportunities.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=sit_e_search&search_term=high%20quality%20teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	<p>1 & 2</p>

	<p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p>	
Director support for teaching groups.	<p>High quality teaching and support to key groups form director teams to enhance learning and improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching</p>	1 & 2
Access to online study platforms.	<p>Technology for online learning continues to be used for posting lesson resources. Include opportunities for flipped learning.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning</p>	1
Training for all staff on ACEs, Trauma Informed Practice and SEND.	<p>Increased awareness and implementation of strategies to aid our students.</p> <p>https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school</p> <p>https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</p>	1, 2, 3, 4 & 5

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

Budgeted cost: £88,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions at KS3. Specialist TAs to focus on pupils with low levels of literacy.	<p>Support for literacy interventions in the younger years to support long term progress</p> <p>Accelerated Reader https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Fresh Start https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 & 2
Targeted 121 support and tuition in English, Maths and Science	<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-toolkit/one-to-one-tuition</p>	1 & 2
Revision guides, resources and development.	<p>Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1
Targeted support with academic resilience in examinations	<p>Help support all students in being able to overcome barriers linked to examinations.</p>	1 & 5

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

Budgeted cost: £88,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance further and reducing the number of students who are Persistent Absentees. Use of dedicated attendance staff, DEEPS lead, rewards.</p> <p>Implement a range of interventions to support improving attendance of pupils who are PA and SA.</p>	<p>Dedicated team focused on student attendance. Essential for student outcomes for attendance to be improved</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1 & 3</p>
<p>Emotional and Wellbeing support - ensuring students have access to appropriate levels of support.</p>	<p>Increased need for emotional wellbeing support in school for students. Many external services are now struggling with the demand.</p> <p>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</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	<p>1 & 5</p>
<p>Enrichment attendance - incentives and rewards; widening the offer to include more variety in clubs and experiences for our students, in particular those disadvantaged.</p>	<p>Opportunities for smaller group teaching outside of the normal school day. Y11 focus on core subjects and catching up on missed learning and gaps in knowledge</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Wider after school enrichment opportunities for younger students.</p>	<p>1 & 5</p>

	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	
Uniform support - to ensure 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 funding.	Removing barriers caused by the cost of school uniforms to improve attendance and engagement with school for disadvantaged families and students.	3
Inclusion team and pastoral support staff. Interventions through the PLC and TA team to support literacy, numeracy, social and emotional intervention and behaviour intervention.	<p>Providing a wide range of supportive intervention.</p> <p>Accelerated Reader https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Fresh Start https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>Catch-up literacy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p> <p>Catch-up numeracy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>Lego Therapy https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/</p> <p>SEND https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EMAT</p>	1, 2, 3, 4 & 5

	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>Social & Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Total budgeted cost: £355,355

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.

	2021-2022			2022-2023			2023-2024		
	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
Progress	-1.35	-1.03	-0.32	-0.74	-0.51	-0.23	-0.99	-1.05	0.06
Attainment 8	32.2	41.61	-9.41	30.56	47.64	-17.08	37.36	42.02	-4.66
Basics 4+ %	39.3	68.1	-28.8	32.4	73.1	-40.7	47.6	66.7	-19.1
Basics 5+ %	21.4	25.5	-4.1	8.1	50	-41.9	31.7	50.9	-19.2
Eng 4+ %	55.4	76.6	-21.2	56.8	86.5	-29.7	65.1	78.9	-13.8
Eng 5+ %	32.1	63.8	-31.7	35.1	69.2	-34.1	54	66.7	-12.7
Maths 4+ %	46.4	72.3	-25.9	37.8	76.9	-39.1	57.1	68.4	-11.3
Maths 5+ %	30.4	27.7	2.7	13.5	51.9	-38.4	36.5	54.4	-17.9

Agencies were used to support students in their mental health and wellbeing. Due to the need being greater than anticipated, more resources were put in last year to support students with this and it will continue to be an area of focus.

Leavers data is 4% up on the previous year. We are 0% NEET this year and 98.4% Meeting the Duty (1.6% not participating) which is above the Local Authority Average.

Attendance of Pupil Premium students is 0.6% above National Average and Persistent Absenteeism is 6% below National Average. There is still a gap between them and Non Pupil Premium students.

	2021-2022			2022-2023			2023-2024		
	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap	Dis	Non-Dis	Gap
Progress	-1.35	-1.03	-0.32	-0.74	-0.51	-0.23	-0.99	-1.05	0.06
Attainment 8	32.2	41.61	-9.41	30.56	47.64	-17.08	37.36	42.02	-4.66
Basics 4+ %	39.3	68.1	-28.8	32.4	73.1	-40.7	47.6	66.7	-19.1
Basics 5+ %	21.4	25.5	-4.1	8.1	50	-41.9	31.7	50.9	-19.2
Eng 4+ %	55.4	76.6	-21.2	56.8	86.5	-29.7	65.1	78.9	-13.8
Eng 5+ %	32.1	63.8	-31.7	35.1	69.2	-34.1	54	66.7	-12.7
Maths 4+ %	46.4	72.3	-25.9	37.8	76.9	-39.1	57.1	68.4	-11.3
Maths 5+ %	30.4	27.7	2.7	13.5	51.9	-38.4	36.5	54.4	-17.9

Progress overall is lower than the previous year including disadvantaged progress. It was -0.74 the previous year and -0.99 this year.

Other figures detailed below have increased overall with the exception of English 4+, however there have been improvements in all disadvantaged figures below.

Attainment 8 for all was 39.57.

Disadvantaged = 37.36

Non-disadvantaged = 42.02

Gap is 4.66, attainment 8 is up from the previous year by nearly 7.

Grade 4+ Basics overall 56.7%

Non-disadvantaged = 66.7%

Disadvantaged = 47.6% - increase of 15.2%

19.1% gap

Grade 5+ Basics overall 40.8%

Non-disadvantaged = 50.9%

Disadvantaged = 31.7% - increase of 23.6%

19.2% gap

English 4+ overall 71.7%

Non-disadvantaged = 78.9%

Disadvantaged = 65.1% - increase of 8.3%

13.8% gap

English 5+ overall 60%

Non-disadvantaged = 66.7%

Disadvantaged = 54% - increase of 18.9%

12.7% gap

Maths 4+ overall 62.5%

Non-disadvantaged = 68.4%

Disadvantaged = 57.1% - increase of 19.3%

11.3% gap

Maths 5+ overall 45%

Non-disadvantaged = 54.4%

Disadvantaged = 36.5% - increase of 23%

17.9% gap

The gap has been significantly reduced in all areas above from the previous year.

There are still clearly improvements that need to be made through improvements in teaching and learning to build on English and maths. Resilience of pupils continues to be an issue and interventions need to be built in to address this concern going forward.

Externally provided programmes

Programme	Provider
Times Tables Rockstars	Online maths platform
Third Space	Online maths tuition
Fresh Start	Phonics support package
Sparx	Online maths package
MIND	Therapeutic Support
Accelerated Reader	Reading support package
Tree Tops	Occupational Therapy
EMAT	Middlesbrough LA
Educational Psychologist	Middlesbrough LA
Learning and Language Assessments	Sarah Jane Monsarratt

Further information (optional)

Our pupil premium strategy will be further supplemented by a range of activities within the academy including:

- Embedding of the '5 Pillars of Learning' structure.
- Teaching of behaviour choices through our key character traits.
- Accessing support from the local authority inclusion team.
- Accessing funds via the 'Achieve' programme in conjunction with Anglo American and the Woodsmith Foundation.
- Formal practice assessments designed to prepare students for terminal exams built up over a period of time to improve engagement with exams and overcome exam related anxiety.
- Extra-curricular activities to enrich the curriculum, broaden opportunities available to students, increase engagement and aspiration and extend the school day. The DofE bronze award was introduced last year and will be continuing to the Silver Award.
- Increasing our work with the school community to help improve relationships between home and school. Engagement with school events for each year group and different cohorts.