

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 Redcar
Number of pupils in school	636
Proportion (%) of pupil premium eligible pupils	56.82%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£335,129
Recovery premium funding allocation this academic year	£85,284
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 = £420,413

Part A: Pupil premium strategy plan

Statement of intent

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

The impact of Covid-19 has hit students hard, particularly the most vulnerable. This plan, over the next 3 years, aims to mitigate against this impact as well as securing good progress and attainment for disadvantaged students.

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 mitigate against the impact of school closures and secure higher attainment
- raising aspirations
- 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.

This three year plan aims to put direct intervention and support in place for Y11 students, who will be the first year group in 2 years to sit public exams having had 2 years of disrupted education whilst also focusing on the earlier year groups to ensure that by the time they reach Y11, the impact of covid-19 has been eradicated.

Challenges

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

Challenge number	Detail of challenge
1	Progress 8 scores for disadvantaged pupils is below their non-disadvantaged peers. Initial predictions in October 2021 show that gap to be -0.18
2	Disadvantaged students' attainment 8 scores are below the national average

3	There is a significant gap in attainment 8 between the disadvantaged and non-disadvantaged students
4	Attendance of disadvantaged students is below that of their non-disadvantaged peers
5	Uptake for the EBacc for disadvantaged students is below their non-disadvantaged peers
6	Gaps in learning through partial closures and lockdown
7	Impact of lockdown and partial closures on mental health and wellbeing
8	raising aspirations for disadvantaged students to increase engagement with education and accessing a broader range of post-16 destinations and further reducing those who are NEET

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 outcomes for disadvantaged students where they are achieving in line with their non-disadvantaged peers	by the end of the plan in 2024/25 the gap between disadvantaged and non-disadvantaged students has closed with disadvantaged students achieving at least national average A8 and P8 scores
Attendance of disadvantaged students is above national average and equal to or better than their non-disadvantaged peers	Attendance of disadvantaged students remains above the national average but is equal to the whole academy attendance figure, improving from the current picture of disadvantaged students being 1% below
Raised aspirations for disadvantaged students	Aspirations of disadvantaged students are raised which is demonstrated through a continual increase in uptake for the EBACC with uptake and outcomes for the EBACC equalling their non-disadvantaged peers Post-16 destinations demonstrate that disadvantaged students are accessing the same wide range of providers offered within the area and an increase in uptake for more academic routes and aspiration to progress to university
The impact on learning from Covid-19, partial closures and lockdown has been mitigated against for the disadvantaged students	By the end of this plan in 2024-25 the impact of school closures, lost and missed learning has been negated. Gaps in knowledge have been closed and students are fully engaged in education
Students are well supported with their mental health and wellbeing	By the end of this plan in 2024-25 the wellbeing and support services in the academy are broad and provide a multi-layered level of support. The support offered

	has helped reduce the impact of Covid-19 on the mental wellbeing of students
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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: £210,413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching capacity for smaller group teaching to support with Covid recovery.	Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 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	1,2,3,6
Ongoing CPD and educational literature to support both ECTs and established teachers. 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.	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. Cover provided to release staff to engage in different strategies to allow for the CPD opportunities. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teac	1,2,3,6

	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	
Director support for teaching groups.	<p>High quality teaching 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>	1,2,3,6
Recruitment for teaching roles which are needed and retention of existing staff.	<p>Recruitment of teaching roles which may need a recruitment or retention bonus. Use of other agencies to aid in this if necessary.</p> <p>Staff wellbeing and reward initiatives. Staff feel valued by giving opportunities to develop their practice and reduce workload.</p> <p>Having consistency in high quality staff is important for pupils' learning.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention?utm_source=/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention&utm_medium=search&utm_campaign=site_search&search_term=recruitment</p>	1,2,3,6

Remote learning support and online resources	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 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning	1,2,3,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions at KS3	Support for literacy and numeracy interventions in the younger years to support long term progress Accelerated Reader https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader Fresh Start https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start Catch-up literacy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy Catch-up numeracy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy	1,2,3,6
Targeted 121 support and tuition in English, Maths and Science	Tuition targeted in core subjects and at specific students/needs/gaps based on assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,6
National Tutoring Programme	Use of NTP for 121 tutoring targeting specific students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,6

Early careers advice and guidance	Embedding the Gatsby benchmarks and engaging students with careers information and guidance from year 7 to 11 can increase engagement with school, raise aspiration and supports future destinations https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice	1,2,3,6,8
Revision guides, resources and development.	Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to	1,2,3,6
Targeted support with academic resilience in examinations	Help support all students in being able to overcome barriers linked to examinations.	1,2,3,4,6,8

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance further and reducing the number of students who are Persistent Absentees. Use of dedicated attendance staff, DEEPS lead, rewards	Dedicated team focused on student attendance. Essential for student outcomes for attendance to be improved 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	1,2,3,4,6
Emotional and Wellbeing support - ensuring students have access to appropriate levels of support. Recruitment of dedicated safeguarding officer. Training for mental health leads	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.	7
Enrichment attendance - incentives and	Opportunities for smaller group teaching outside of the normal school day. Y11 focus on core subjects and catching up	1,2,3,6,8

<p>rewards; widening the offer to include more variety in clubs and experiences for our students, in particular those disadvantaged.</p>	<p>on missed learning and gaps in knowledge https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Wider after school enrichment opportunities for younger students</p>	
<p>Careers information, advice and guidance support. Additional hours from Careers Inc for more opportunities for personalised career support</p>	<p>https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice</p>	<p>1,2,3,6, 8</p>
<p>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 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>4</p>
<p>Inclusion team and pastoral support staff. Interventions through the PLC and TA team to support with literacy, numeracy, social and emotional intervention and behaviour intervention</p>	<p>Providing a wide range of supportive intervention in particular focusing on literacy and numeracy Accelerated Reader https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader Fresh Start https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start Catch-up literacy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy Catch-up numeracy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p>	<p>1,2,3,4,6,7</p>

	Lego Therapy https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/	
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Total budgeted cost: £420,413

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.

Agencies were used to support students in their mental health and wellbeing. Due to the need being greater than anticipated, more resources will need to be put into this to support students through MIND and Time for You.

Average progress is -0.55 (+0.60 from previous year), disadvantaged -0.73 and non-disadvantaged -0.50.

Average progress gap is -0.23 (+0.13 from previous year) between disadvantaged and non-disadvantaged.

English overall 4+ is 74.2% (+9.2%) and 5+ 55.1% (+8.3%).

English disadvantaged 4+ is 55.3% (-0.1%) and 5+ is 34.2% (+2.1%)

English non disadvantaged 4+ is 86.5% (+9.9%) and 5+ is 69.2% (+5.4%)

Gap 4+ is 31.1% (21.2%) and 5+ is 34.6% (31.7%)

Maths overall 4+ is 60.7% (+2.4%) and 5+ is 36% (+6.9%)

Maths disadvantaged 4+ is 36.8% (-9.6%) and 5+ is 13.2% (-17.2%)

Maths non disadvantaged 4+ is 76.9% (+4.6%) and 5+ is 51.9% (+24.2%)

Gap 4+ is 39.6% (25.9%) and 5+ is 38.1% (2.7%)

Achieving basics 4+ is 56.2% (+3.8%) and 5+ is 32.6% (+9.3%)

Disadvantaged basics 4+ is 31.6% (-7.7%) and 5+ is 7.9% (-13.5%)

Non disadvantaged basics 4+ is 73.1% (+5%) and 5+ is 50% (+24.5%)

Gap 4+ is 40.9% (55.6%) and 5+ is 41.4% (16.6%)

There needs to be a greater importance in the work to improve the percentage of 4+ & 5+ grades for disadvantaged pupils. The gap is almost the same for basics but is bigger in 5+ for English and slightly bigger in 4+ for maths.

Student resilience for the exams is an area that has been improved but this work needs to continue into this year for the new year 11 and all pupils.

Intervention at an early stage is still required especially in literacy to support students and their learning.

Uniform is provided for all year 7 pupils and we actively promote our hardship policy to support families that need it for academic needs.

Rewards and Praise is a constant theme in the academy which works well with students.

Literacy intervention started later in the year once recruitment and training was able to take place. In that time, for the pupils that intervention took place for, in year 7 the average reading age improvement was marginal but for year 8 it had an average increase of 1.04 years.

Attendance was 90.91% at the end of last year with disadvantaged pupils at 88.86%. Although both have increased the gap is slightly bigger than last year due to attendance overall increasing more. PA is 24.26% which is a significant drop from the previous year, which was 34.33%, this is a huge 10.07%.

Externally provided programmes

Programme	Provider
Timetables Rockstars	
Numicon	
Fresh Start	
Sparx	
MIND	

Further information (optional)

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

- Ongoing staff CPD to improve teaching and learning, assessment and intervention
- Access to a range of external wellbeing services via our pastoral leaders
- Accessing support from the local authority inclusion team
- 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