

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding (and recovery premium for the 2022 to 2023 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 Easingwold
Number of pupils in school	730 Y7 139 Y8 135 Y9 121 Y10 109 Y11 132 Y12 51 Y13 43
Proportion (%) of pupil premium eligible pupils	12.6% (92 Students)
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2023/24
Date this statement was published	December 5th 2023
Date on which it will be reviewed	September 2024

Statement authorised by	Mrs Emma Taylor
Pupil premium lead	Mr Chris Tiffany
Governor / Trustee lead	Mr Jeremy Justice

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£95,787
Recovery premium funding allocation this academic year	£21,528
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117,315
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy plan ultimately aims to improve the attainment and the progress of disadvantaged students and reduce the difference to national figures for non-disadvantaged students. Ultimately it aims to reduce the gap between students eligible for Pupil Premium and those who are not. As part of this strategy we will be raising expectations of disadvantaged students, actively engaging and informing parents/carers to help improve the ambition and outlook on the future for these students.

A key focus will be improving the attendance of disadvantaged students. Improving the perceptions of the importance of high and consistent attendance is of concern amongst some disadvantaged students and their parents/carers.

This plan will work to achieve these aims by:

- Improving the outcomes of Y11 disadvantaged students through quality first teaching.
- Improve disadvantaged student progress in all groups in all years by improving the quality of teaching and learning.
- Embedding and quality assuring the academy 'Feedback Policy' to ensure all staff are consistent and compliant with the policy expectations.
- Ensuring appropriate, individual targeted 4i are identified and actioned across all subjects.

The key principles for the strategy plan involve:

- Robust monitoring of lessons, review of the use of the 5 pillars.
- Robust monitoring of TAs in lessons and analysis of the impact.
- Literacy focus in all classrooms – monitor the impact of the progress of students .
- Weekly review at the RAG. Analyse the impact every PS cycle.
- Weekly review at the Inclusion meeting.
- Robust monitoring of attendance procedures.
- Analysis of enrichment data.

The information on the following pages summarises what is in place to support our PP students during the academic years 2023-24. It is not an exhaustive list but gives a flavour of the provision available at Outwood Academy Easingwold.

Challenges

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

Challenge number	Detail of challenge
1	Average SAS for literacy skills entering Year 7 are generally lower for pupils eligible for PP than for other pupils of similar prior attainment, which prevents them from making good progress in Year 7.
2	Average SAS for numeracy skills entering Year 7 are generally lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
3	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3 potentially due to a lack of aspiration. This prevents sustained high achievement through KS4.
4	Home environment and lack of available funding and geographical location prevent access to enrichment and extracurricular opportunities to broaden cultural and educational opportunity
5	Lack of parental engagement in some cases and other external issues around home environment have affected attendance rates for pupils eligible for PP 88.4% (2022/23) where the school target is 96% (92.7% Academy 2022/23 compared to 90.2% regional for the same academic year) This reduces their school hours and causes them to fall behind on average.

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
<p><i>To provide a comprehensive Literacy catch up programme for all students identified as being below age related expectations. To allow them better access to all areas of the curriculum</i></p>	<p>Increase in reading age for those below chronological age.</p> <p>Greater degree of confidence accessing text identified through student voice.</p> <p>Increase in outcomes at both English Literature and English Language for all students with LPA and in receipt of the Pupil Premium.</p> <p>Increase in outcomes across the board given the increased access to assessments and exam papers.</p> <p>Lexia Reading programme to be deployed effectively to have a positive impact on Reading Comprehension.</p> <p>Rapid Reader to improve decoding, comprehension and confidence.</p> <p>Ruth Miskin Programme to demonstrate significant improvements for the weakest readers.</p>
<p><i>To provide a comprehensive Numeracy catch up programme for all students identified as being below age related expectations. To allow them better access to all related areas of the curriculum.</i></p>	<p>Increase in Numeracy and Mathematical building blocks for those below identified as below age related expectation.</p> <p>Greater degree of confidence accessing Maths identified through student voice.</p> <p>Increase in outcomes in other Maths related subjects for all students with LPA and in receipt of the Pupil Premium.</p>

<p><i>HPA Pupil Premium students to have access to the highest possible outcomes and to be equally represented in upper ability grouping in subjects where setting is carried out.</i></p>	<p>An increase in the representation of PP students in higher ability sets, those with comparable KS2 scores represented alongside their peers.</p> <p>An increase in the aspiration of those in receipt of the Pupil Premium.</p> <p>Pupil Premium students accessing the very highest grades, GCSE 7 – 9 and A Level B – A*.</p>
<p>Pupil Premium students accessing the wider curriculum.</p> <p>Creative and Performing Arts enrichments</p> <p>PE enrichments</p> <p>Academic enrichments</p> <p>Trips and Academy Events</p> <p>Local Community Events</p> <p>Peer Mentoring support</p> <p>Elephant group widening participation</p>	<p>Pupils in receipt of the Pupil Premium increasing their access to the wider curriculum, evident through enrichment registers.</p> <p>Students represented at Academy events.</p> <p>Open evenings, concerts etc.</p> <p>Pupil Premium students are enabled to access trips to support their widening access to cultural capital opportunities.</p>
<p>Narrowing the Attendance Gap for students in receipt of the Pupil Premium and those not in receipt. Bringing PP students closer to the 95% Academy target.</p>	<p>Pupil Premium students are closely monitored and interventions tracked to ensure timely support is provided.</p> <p>Weekly, termly and YTD data displayed for the cohort and individuals.</p> <p>Individual interventions detailed for those in receipt of the Pupil Premium.</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: £35,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Five Pillars, Learning Journeys</i>	<p>Quality first teaching to ensure all PP students make expected progress, incorporating literacy and numeracy. Five pillars of learning evidenced in lessons and books. Key vocabulary highlighted in lessons and books.</p> <p>Evidence - progress of PP students.</p>	1,2 and 3
Ensure that first wave teaching is of high quality, supported by a programme of professional development that is focused around pedagogy.	<p>Quality first teaching to ensure all PP students make expected progress, incorporating literacy and numeracy. Five pillars of learning evidenced in lessons and books. Key vocabulary highlighted in lessons and books.</p> <p>Evidence - progress of PP students.</p>	1,2 and 3
Director Team	<p>Support departments on tracking PP students to ensure they make expected progress and intervention is in place where required.</p> <p>Support with resourcing and strategies to help ensure students of</p>	1

	<p>all abilities are supported to make positive progress.</p> <p>Evidence - progress of PP students.</p>	
Sharing good practice	<p>Quality first teaching to ensure all PP students make expected progress, incorporating literacy and numeracy. Five pillars of learning evidenced in lessons and books.</p> <p>Key vocabulary highlighted in lessons and books.</p> <p>Evidence - progress of PP students.</p>	1,2 and 3
Ensure that we are able to recruit the best teachers, using the TES recruitment package.	<p>Ensuring that we are fully staffed and have high quality teachers in front of our children means that students learn well but also impacts positively on behaviour and wellbeing.</p>	1,2

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

Budgeted cost: £27,332 (£21,528 recovery Premium + £5804 PP Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 Maths tutor and Specialist TA for Maths	PP students make similar progress to all students in Maths 1:1 £4,220.28 (Maths and English) Specialist TA (All 16,478.32)	2 and 3
1 to 1 English Tutor	PP students make similar progress to all students in English.	1 and 3
Specialist Literacy TA	PP students improve their literacy to allow them to access the curriculum in all subject areas.	1 and 3
English Specialist tutor time support	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). 1:1 £5755,95 (Maths and English) Spec TA (all £16,478.32)	1 and 3
Learning Resource Centre	Support via the Library to encourage a love of reading, access books and research material and study independently LRC Manager £5,919.83	
Maths Specialist tutor time support	Improved numeracy	2 and 3

Accelerated Reader Programme	Increase in reading ages for PP students. £390	1
Ruth Miskin Read Write inc (Phonics)	Students are able to access reading material.	1
<i>Ruth Miskin Read Write Inc (Fresh Start)</i>	Students become more fluent with reading. Ruth Miskin Packages £330	1
<i>Bridge (Alternative Provision)</i>	Students make progress in their learning due to interventions/support required in place. £7,401.07 (Deep Support Salary Allocation)	1 and 2
<i>Academic targeted enrichment</i>	Specialist small group intervention helps students make progress in areas of weakness or extends progress areas of strength £1,583.46	1, 2, 3
<i>Mentoring to support aspiration</i>	Linked with effective IAG this helps to motivate students towards an end point goal.	4
<i>Quality First Teaching training routinely</i>	Improving access to the curriculum for all students who may require	1, 2, 3

<i>delivered through L and P.</i>	provision that is additional and different in the classroom	
<i>RAG meeting</i>	PP students make expected progress and achieve expected outcomes. The meeting highlights these students and holds Faculty leaders and teaching staff to account for all pupils.	1, 2, 3, 4 and 5

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

Budgeted cost: £81,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Managers	Improved behaviour and attendance and wellbeing of students that is then reflected in the progress in lessons. £25,177.47	5
Attendance Officer and Attendance Admin	Improved attendance of PP students. £10,476.98	5
Form Tutor Training	Strong relationships with a form tutor add to the mentoring opportunities, to help raise aspiration Form tutors also support the attendance, organisation and behaviour of all students, helping	4

	those who need additional support in these areas of their schooling	
Life Coach	PP students are supported with their mental wellbeing allowing them to access learning and make progress. £2,037.75	4, 5
Bridge Support	Students make progress in their learning due to interventions/support required in place. £7,401.07 (Deep Support Salary Allocation)	1,2,3 and 5
TA or Associated TA Support	Individual support in the classroom helps those students who need additional and different support.	1, 2
Careers, Careers Fair, Career of the Week	PP students have a clear idea of careers available, grades required and further qualifications needed. £2,479.69	4

Total initial budgeted cost: £144,612

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.

Outcome	Impact
Good levels of progress in literacy / English for Pupil Premium students.	64.3% actual 2022-23, target 92.9% of PP students achieved L4 or above. Compared to 84.3% actual of non-PP students.
The snapshot of the Literacy RAG document below shows the ratio gains for the students in receipt of the Pupil Premium. Whilst this shows some negative progress the average Ratio Gain for the group for 2022/23 was +0.37. For non Pupil Premium students where the ratio gains were +0.60.	

UPN	Year	PP	KS2 Reading	Baseline test date	Baseline RA	NRSS	Latest RA test date	Latest RA	Ratio gain (annual)
C815217114009	8	Y	0	20/09/2022	11.50	104	13/06/2023	16.50	6.86
B815224518302	8	Y	0	28/09/2022	11.92	105	16/06/2023	15.33	4.78
L815216413031	9	Y	0	03/10/2022	9.75	92	09/01/2023	10.58	3.10
Y816201414014	8	Y	0	04/10/2022	13.50	113	23/06/2023	15.17	2.32
Z815302114010	8	Y	0	04/10/2022	8.92	83	23/06/2023	9.83	1.28
D815302114003	8	Y	0	04/10/2022	12.17	106	12/06/2023	13.00	1.21
L815216414003	8	Y	0	20/09/2022	10.42	96	16/06/2023	11.00	0.79
D815217117005	8	Y	0	04/10/2022	11.17	102	13/06/2023	11.67	0.72
X919229314008	8	Y	0	21/09/2022	9.25	87	23/06/2023	9.75	0.66
W815216414009	8	Y	0	21/09/2022	9.00	84	16/06/2023	9.42	0.57
A850229014092	8	Y	0	23/09/2022	12.75	110	13/06/2023	13.00	0.35
G815223712027	8	Y	0	20/09/2022	10.33	94	13/06/2023	10.58	0.34
D871219414006	8	Y	0	28/09/2022	8.75	81	16/06/2023	8.92	0.23
A815216414004	8	Y	0	04/10/2022	6.42	69	24/03/2023	6.42	0.00
N815217114010	8	Y	0	23/09/2022	16.50	129	12/06/2023	16.50	0.00
Z815224514013	8	Y	0	23/09/2022	13.58	114	16/06/2023	13.50	-0.11
N815216414014	8	Y	0	20/09/2022	13.17	111	13/06/2023	13.00	-0.23
U871225614004	8	Y	0	20/09/2022	13.92	115	30/06/2023	13.67	-0.32
C816202812029	9	Y	0	03/10/2022	8.42	79	26/06/2023	7.58	-1.14
P815240814075	8	Y	0	28/09/2022	10.08	92	12/06/2023	9.17	-1.30
Y816321214052	8	Y	0	28/09/2022	7.67	69	16/06/2023	6.25	-1.98
J815215114007	8	Y	0	21/09/2022	10.83	99	23/06/2023	9.08	-2.32
F815216414017	8	Y	0	20/09/2022	10.25	93	14/03/2023	8.58	-3.48
A815302114001	8	Y	0	20/09/2022	13.17	111	12/06/2023	10.58	-3.56

The literacy RAG is compiled each year and details the impact of the Ruth Miskin Phonics programme, the Lexia Programme and the Rapid Reader programme, alongside the Accelerated Reader programme and the 1 to 1 support offered by our Literacy TA and Learning Resource Centre Manager specifically.

The list above just shows the students in receipt of the pupil premium, but the strategy offered bespoke interventions to over 70 students whose literacy levels were below the national benchmark compared to their chronological age.

In addition to this our 1 to 1 English teachers provided 341 student hours of support to help them prepare for GCSE examinations and to be in a strong position to access the written elements of their GCSE subjects.

Good levels of progress in Numeracy in Maths for Pupil Premium students.

64.3% actual 2022-23 against a target of 92.9% of PP students achieved L4 or above

Compared to 84.3% actual of non-PP students.

	<p>585 hours of teaching were delivered by the Numeracy TA across Y7 - Y9 (45 students).</p> <p>The students accessing specific support from the Numeracy TA have reported that they are excited to come to numeracy intervention because they can see that it is making a difference. They are also enjoying being grouped according to their ability per topic. This means they are not in the same group every term and therefore don't feel 'stigmatised' as being part of a specific group. This has contributed to an engaged and positive atmosphere in the numeracy intervention classroom.</p> <p>11 students last year completed the extensive Numicon assessments and the detail that this advised the support required for these students.</p> <p>A detailed tracker is kept by the Numeracy TA detailing the work completed in the sessions. This then informs the TA's future planning.</p>																																				
<p>Pupil premium students improve their resilience towards learning and improved aspirations.</p>	<p>All enrichments were open to pupil premium students this year. The wide array of support in these additional sessions were well represented by those in receipt of the Pupil Premium (See table below)</p> <table border="1" data-bbox="790 1265 1412 1500"> <thead> <tr> <th>Year</th> <th>Attendance of PP</th> <th>Number of PP</th> <th>% of PP Students Attending Enrichment</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>9</td> <td>17</td> <td>52.9</td> </tr> <tr> <td>8</td> <td>12</td> <td>31</td> <td>38.7</td> </tr> <tr> <td>9</td> <td>7</td> <td>24</td> <td>29.2</td> </tr> <tr> <td>10</td> <td>3</td> <td>17</td> <td>17.6</td> </tr> <tr> <td>11</td> <td>12</td> <td>16</td> <td>75.0</td> </tr> <tr> <td>12</td> <td></td> <td>6</td> <td>0.0</td> </tr> <tr> <td>13</td> <td>3</td> <td>3</td> <td>100.0</td> </tr> <tr> <td>Grand Total</td> <td>46</td> <td>114</td> <td>40.4</td> </tr> </tbody> </table> <p>All students in receipt of the Pupil Premium can gain financial support for school trips to ensure that they have access to aspirational visits.</p> <p>We have a comprehensive intervention package available to students in school. Including</p> <ul style="list-style-type: none"> - Pastoral support from the Learning Manager team and SLT - The Wellbeing in Mind NHS team are based in school - The School coach who is employed to support students with emotional literacy and resilience 	Year	Attendance of PP	Number of PP	% of PP Students Attending Enrichment	7	9	17	52.9	8	12	31	38.7	9	7	24	29.2	10	3	17	17.6	11	12	16	75.0	12		6	0.0	13	3	3	100.0	Grand Total	46	114	40.4
Year	Attendance of PP	Number of PP	% of PP Students Attending Enrichment																																		
7	9	17	52.9																																		
8	12	31	38.7																																		
9	7	24	29.2																																		
10	3	17	17.6																																		
11	12	16	75.0																																		
12		6	0.0																																		
13	3	3	100.0																																		
Grand Total	46	114	40.4																																		

	<ul style="list-style-type: none"> - The specialist SEMH TA who supports a number of students with Social Emotional Mental Health worries - The Bridge which is an additional classroom where some students receive additional support - Art Therapy delivered by the Inclusion team. <p>All of the above structures provide support as required for any student in need of additional support.</p>
<p>Improved attendance and reduced number of PPA.</p>	<p>The attendance of all students in the country has been detrimentally affected by the Covid 19 pandemic. The regional attendance for all students according to the FFT is 90.2% for 2022-23, the schools average for all students was 92.7% and 87.9% for those in receipt of the Pupil Premium (no national pupil premium attendance data available at the point of writing)</p> <p>All data is shared each week with students and colleagues and a clear message is given to all students about the importance and impact of positive attendance.</p> <p>All students who struggle with consistent attendance are supported by the attendance and inclusion teams and we work closely with the LA, Early Help and other outside agencies to support our students around the reasons that may be impacting on attendance.</p>
<p>Close the gap in learning caused by Covid school closures.</p>	<p>PP students were included in cohorts that gained additional coaching through the National Academic Tutoring Programme.</p> <p>PP students received support through one to one interventions and after school academic enrichments. These are open to all students and those in receipt of the pupil premium who are at risk of underachievement are specifically invited.</p> <p>Targeted students across Y7 - Y11 received 1526 hours of additional English / Literacy and Maths / Numeracy support. The impact of</p>

	<p>these interventions will be seen over time and many students will receive support of this nature as they move through school. The English and Maths grades show clearly that we achieve above the national picture, and some of this will undoubtedly be due to the comprehensive use of additional funding and structured 1 to 1 interventions being delivered.</p>
--	---

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service Pupil Premium allocation last academic year?</p>	<p>Specific Learning Manager support led by our Lead Learning Manager who has services links.</p> <p>Specific form group sessions focusing on social skills, emotions, well being and encouraging them to speak to others. The group has also worked on sessions and shared information with the whole academy about being a military student.</p>

	<p>These are in addition to the following offer which is also in place should it be required by our Services Students.</p> <p>Our service students support the education of all our students with regards to the role of our armed forces, including taking an active role in the Remembrance commemorations in school, in addition to attending the parade in the local community and speaking at the service.</p> <p>They also have access as required to 1:1 tutoring, School Coach, Learning Manager support, Bridge intervention. Literacy and numeracy support.</p>
<p>What was the impact of that spending on service Pupil Premium eligible pupils?</p>	<p>85.7% of service children received a 4+ in English and 100% achieved a 4+ in maths for the academic year 2022-23.</p> <p>85.7% achieved both at 4+</p> <p>Our services students report that they feel very well supported by the additional intervention in place for them, and that as this is coordinated and supported by a member of staff who is themselves part of a services family that they know and understand the worries they are having.</p>

Further information (optional)

Pupil Premium Overview

