

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding (and recovery premium for the 2023 to 2024 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	769 Y7 144 Y8 137 Y9 133 Y10 126 Y11 110 Y12 71 Y13 45
Proportion (%) of pupil premium eligible pupils	15.5% (119 Students)
Academic year/years that our current pupil premium strategy plan covers	2022/23 - 2023/24
Date this statement was published	December 5th 2023
Date on which it will be reviewed	November 2024

Statement authorised by	Mrs Emma Taylor
Pupil premium lead	Mr Chris Tiffany
Governor / Trustee lead	Mrs Abigail Clay

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£107814
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	£107814

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 86.27% (2023/24) compared to 91.65% for all students in the Academy for 2023/24.

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>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</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 Fresh Start Programme to demonstrate significant improvements for the weakest readers.</p>
<p>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.</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>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.</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: £43,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Five Pillars, Learning Journeys	<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> <p>£21,209.92</p>	
Options lessons in Maths	<p>Students are temporarily removed from subjects agreed by Heads of Faculty and senior leaders to receive short targeted support in Maths based on assessment data</p> <p>£1,943.51</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. Key vocabulary highlighted in lessons and books.</p> <p>Evidence - progress of PP students.</p> <p>£645</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> <p>£1908.68</p>	1,2

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

Budgeted cost: £7,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 Maths tutor and Specialist TA for Maths	<p>PP students make similar progress to all students in Maths</p> <p>1:1 £6591.6 (Maths and English) also accounted for in the Teaching element of the spending plan</p> <p>Specialist TA £12140.19 (All STA's)</p>	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	<p>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).</p> <p>1:1 £6591.6 (Maths and English) also accounted for in the Teaching element of the spending plan.</p> <p>Specialist TA £12140.19 *All STA's)</p>	1 and 3
Learning Resource Centre	Support via the Library to encourage a love of reading, access	1

	to books and research material, and to study independently. LRC Manager £4,388.71	
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
Ruth Miskin Read Write Inc (Fresh Start)	Students become more fluent with reading. Ruth Miskin Packages £330	1
Bridge (Alternative Provision)	Students make progress in their learning due to interventions/support required in place. £3,401.21 (Deep Support Salary Allocation)	1 and 2
Academic targeted enrichment	Specialist small group intervention helps students make progress in areas of weakness or extends progress areas of strength. £1,075.09	1, 2, 3
Mentoring to support aspiration	Linked with effective CIAG (Careers Information and Guidance) this	4

	helps to motivate students towards an end point goal.	
Quality First Teaching training routinely delivered through L and P (Staff training)	Improving access to the curriculum for all students who may require provision that is additional and different in the classroom. £645 detailed in the teaching element also.	1, 2, 3
RAG meeting	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: £70,962

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. £21,706.83	5
Education Welfare Officer and Attendance Admin	Improved attendance of PP students. £7,672.53	5

Form Tutor Training	<p>Strong relationships with a form tutor add to the mentoring opportunities, to help raise aspiration.</p> <p>Form tutors also support the attendance, organisation and behaviour of all students, helping those who need additional support in these areas of their schooling.</p>	4
I Space coaching	<p>PP students are supported with their mental wellbeing allowing them to access learning and make progress.</p> <p>£1,271.94</p>	4, 5
Bridge Support	<p>Students make progress in their learning due to interventions/support required in place.</p> <p>£5,636.78 (Deep Support Salary Allocation)</p>	1,2,3 and 5
TA or Associated TA Support	<p>Individual support in the classroom helps those students who need additional and different support.</p>	1, 2
Careers, Careers Fair, Career of the Week	<p>PP students have a clear idea of careers available, grades required and further qualifications needed.</p> <p>£1,621.53</p>	4
Peripatetic Music Teaching	<p>Increasing the cultural capital of students through additional 1 to 1 music lessons.</p>	4

	£645	
Increased support for formal examinations.	Invigilation and required testing and administration for students with Examination Access Arrangements. £4,444.05	1,2,3
Rewards	As part of our rewards scheme some tangible rewards are offered to students for various positive behaviours, high levels of attendance and high levels of effort. £497.94	3,4
Recording and management of the Safeguarding of students	Safeguarding is one of the primary roles of the Academy, All staff are required to play differing roles within this. Many elements are actioned specifically by the Deep Support team, and all student record keeping is managed by CPOMS. £5,636.78 (Deep Support Salary Allocation) £174.41 (CPOMS system)	5
Supporting student behaviour	The administrative management of student behaviour is integral to helping young people make changes. We use all the recorded detail to identify patterns, inform parent and student conversations and aid referral to external agencies. All staff have varying roles in this, with a designated Consequences Manager	3

	<p>taking a lead on managing the main elements.</p> <p>£3,537.05</p>	
Uniform	<p>All year 7 and incoming new students receive a free bundle of uniform.</p> <p>We also support student periodically over the year if parents are unable to provide uniform for financial reasons.</p> <p>£2336.19</p>	4, 5

Total initial budgeted cost: £122,446

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.

Outcome	Impact
<p>Good levels of progress in literacy / English for Pupil Premium students.</p>	<p>Context KS2 Reading Scaled Scores were</p> <p>All students - 105</p> <p>PP students - 102 (Indicating the lower prior attainment of this group)</p> <p>Non PP students - 106</p> <p>Outcomes at GCSE</p> <p>All students achieving English at Grade 4 equalled 84.7% and at Grade 5 equalled 74.8%</p> <p>PP students achieving English at Grade 4 equalled 87.5% and at Grade 5 equalled 81.3%</p> <p>Non PP students achieving English at Grade 4 equalled 84.3% and at Grade 5 equalled 73.9%</p> <p>showing that the support in place for the students in receipt of the pupil premium to aid their literacy skills had a positive impact addressing the initial attainment gap evident at KS2 to a negative gap at KS4 based on Grade 4 (standard pass) and grade 5 (good pass) at GCSE.</p>
<p>The snapshot of the Literacy RAG document below shows the ratio gains for all the students in Y7 - Y9 receiving literacy support. Whilst some students also experienced negative ratio gains overall ratio gain for those designated 'disadvantaged' in 2023/24 was +0.28.</p>	

Year	Group	Baseline		Latest test		
		Av RA	Av NRSS	Av RA	Av NRSS	Ratio gain
7	Male	11.61	106	11.92	106	0.59
7	Female	11.75	107	12.14	107	0.86
7	All	11.67	106	12.02	106	0.71
7	Dis	10.28	96	10.84	97	1.15
8	Male	11.94	104	12.01	102	0.24
8	Female	12.53	108	12.93	108	0.97
8	All	12.20	105	12.42	105	0.57
8	Dis	11.25	100	10.97	95	-0.43
All	Male	11.73	103	11.87	102	0.38
All	Female	11.86	105	12.20	105	0.91
All	All	11.76	104	11.99	103	0.62
All	Dis	10.82	97	10.83	95	0.12

The literacy and reading 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 106 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 422.5 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.

Context KS2 Reading Scaled Scores were

All students - 105

PP students - 103 (Indicating the lower prior attainment of this group)

Non PP students - 105

Outcomes at GCSE

All students achieving Maths at Grade 4 equalled 79.4% and at Grade 5 equalled 63.4%

PP students achieving English at Grade 4 equalled 75% and at Grade 5 equalled 50%

	<p>Non PP students achieving English at Grade 4 equalled 80% and at Grade 5 equalled 65.2%</p> <p>Showing that the support in place for the students in receipt of the pupil premium to aid their literacy skills had a positive impact addressing the initial attainment gap evident at KS2 to a negative gap at KS4 based on Grade 4 (standard pass) and grade 5 (good pass) at GCSE</p> <p>304 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>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>
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In addition to the outcome measures shared specifically about Maths and English. The following were also achieved by the students in receipt of the pupil premium for 2023-24. All iterations of these groups gained a positive progress score showing that they achieved above the expected grade for each subject.

Group	Number on Roll	Average KS2 Reading Score	Average KS2 Maths Score	Attainment 8 Score	Progress 8 Score	EBacc APS	Studying EBacc	Achieving Basics (5+)	Achieving Basics (4+)	English Basics (5+)	English Basics (4+)	Maths Basics (5+)	Maths Basics (4+)
Disadvantaged Children	13	101	103	41.38	+0.10	3.6	23.1%	38.5%	69.2%	76.9%	84.6%	38.5%	69.2%
Most Able Disadvantaged	1	110	111	61.00	+0.04	5.0	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
FSM	12	101	103	42.08	+0.09	3.7	25.0%	41.7%	75.0%	83.3%	83.3%	41.7%	75.0%
Any Pupil Premium	16	102	103	44.56	+0.26	3.9	31.3%	50.0%	75.0%	81.3%	87.5%	50.0%	75.0%
Deprivation Pupil Premium	12	101	103	42.08	+0.09	3.7	25.0%	41.7%	75.0%	83.3%	83.3%	41.7%	75.0%
Looked After Premium	1	91	92	35.00	+1.11	2.8	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Adopted From Care Premium	2	94	94	34.00	+0.65	2.8	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Service Child Premium	3	107	106	58.33	+0.96	5.4	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Pupil premium students improve their resilience towards learning and improved aspirations.

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)

Row Labels	Yes
Year 10	27.78%
Year 11	73.68%
Year 12	16.67%
Year 13	100.00%
Year 7	52.94%
Year 8	48.39%
Year 9	27.59%
Grand Total	44.72%

All students in receipt of the Pupil Premium can gain financial support for school trips to ensure that they have access to aspirational visits.

We have a comprehensive intervention package available to students in school. Including:

- Pastoral support from the Learning Manager team and SLT

	<ul style="list-style-type: none"> - The Wellbeing in Mind NHS team are based in school - The School coach who is employed to support students with emotional literacy and resilience - 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 national attendance for all students in state secondary schools according to the DFE for 2023-24 was 90.9%, the school's average for all students was 91.44% and 86.17% for those in receipt of the Pupil Premium. The only comparison available is the national data for those in receipt of Free School Meals which was 85.4% and the regional data for Yorkshire and Humber which was 83.8%.</p> <p>The national Persistent Absence data for all students according to the DFE for 2023-24 was 26.7% the school's average for all students was 20.27% and 35.45% for those in receipt of the Pupil Premium. Again, the only comparison available is the national data for those in receipt of Free School Meals which was 44.8% and the regional data for Yorkshire and Humber which was 48%.</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</p>

	to support our students around the reasons that may be impacting on attendance.
Close the gap in learning caused by Covid school closures.	<p>PP students were included in cohorts that gained additional coaching through the National Academic Tutoring Programme for 2022-23.</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 additional English / Literacy and Maths / Numeracy support. The impact of 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>

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	<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>100% of service children received a 5+ in English and 100% achieved a 5+ in maths for the academic year 2023-24.</p> <p>100% achieved both at 5+</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



1 Teaching

- High quality curriculum offer
- Quality first teaching
- Feedback and assessment
- Targeted support from TA
- Subject Director support
- Personal Development
- Staff CPD
- Hegarty and SPARX



2 Targeted academic support

- 1:1 Tuition English and mathematics
- Tutor time intervention - literacy and numeracy
- Specialist literacy TA intervention
- Academic enrichment after school
- Bridge - academic support
- Lexia
- Peer Mentoring
- Accelerated reader

3 Wider Strategies

- Learning Managers - Pastoral support
- Attendance Officer and Educational Welfare Officer - improve attendance
- School Coach - mental wellbeing
- Bridge - pastoral support