

# Pupil premium strategy statement – Outwood Academy Newbold

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School Name	Outwood Academy Newbold
Number of pupils in school	902
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	10/11/2023
Date on which it will be reviewed	10/11/2023
Statement authorised by	Rob Southern
Pupil premium lead	Clare Schulze
Governor / Trustee lead	Jon Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,465
Recovery premium funding allocation this academic year	£91,413
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	N/A
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£400,878

# Part A: Pupil premium strategy plan

## Statement of intent

Outwood Academy Newbold's ultimate aim for our disadvantaged students is to ensure we can equip our students with the best opportunities to ensure they can meet their potential and optimise their life chances.

The strategy that we have put in place will provide a broad range of interventions, which can be implemented across the academy. The strategy will ensure that children receive carefully targeted support so that they continue to reach academic standards, which would include progress towards standards prior to the pandemic. This academic support will also involve the use of small groups and 1:1 tuition as part of the national tutoring programme and academic mentoring.

The key principles for our strategy are to include our disadvantaged students in every aspect of school life. We will support students to achieve through quality first teaching, as well as having a detailed picture of their SEND, Inclusion and / or attendance needs. This would be fulfilled through bespoke and targeted intervention based on the child's needs regardless of their starting point. We are committed to ensuring that our disadvantaged students are equipped with strategies to develop the ability to self regulate and this may include intervention or support regarding their MHWB.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
2	Numeracy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
3	Engagement with a love of learning within lessons; student responsibility
4	Yr 10 & 11 Attendance at additional study sessions, intervention and revision sessions, homework clubs.
5	Boys who are PP achieve lower than girls who are PP
6	School attendance and lateness - Attendance rates for students who are PP achieve a lower attendance on average compared to non-pupil premium students, which reduces their number of school hours and as such impedes their progress

7	Students wellbeing – A higher percentage of PP students experience social, emotional and mental health issues which affects behaviour and attendance and therefore has a detrimental effect on progress.
8	Raise engagement in reintegration meetings to help further support the reduction in suspensions
9	COVID 19 and students resilience (including SEMH)

## 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
All PP students are challenged to attain their potential, are engaged with their learning and make excellent progress within the school.	Continue to narrow attainment/progress gap between PP/non-PP in all year groups. Year 11: P8 gap is reduced further and is better than national
Literacy skills & Numeracy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and Praising Stars © English & Maths assessments in December, April and July. It will also include on-going teacher assessment
Attendance rates for students who are PP are below students who are not pupil premium, which reduces their number of school hours and as such impedes their progress. Current attendance for 2022-23 is 91.63% for all students and 87.03% for pp students.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 87.03% to at least in line or above with the government benchmark (95%).
Identification of SEMH support across the academy for students; developing timely interventions that fosters resilience and supports their ability to self regulate.	Increased attendance, a reduction in behaviour issues and a reduction in well being issues (using the vulnerable register and comparing number from term 1 -2 and term 3 etc)

## 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: £ 210,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Optional CPD on quality first teaching based on the strategies that work with PP students focusing on CPD of all teaching staff with L&P time allocated (compulsory for all ITTs and ECTs)	<p>Fortnightly CPD programme created to equip all staff with a variety of skills and resources to deliver high quality teaching to all students. Staff have the opportunity to share best practice with colleagues to meet the needs of all students in their care. More effective teaching of all students, evidence-based research (For example, AFL, weighted questioning). This will improve teaching practice and drive up standards as outlined by the Sutton Trust. In addition, it will inform teaching and learning, literacy and feedback for 2020.21</p> <p>Bespoke ITTs / ECTs undertake weekly CPD which is also supplemented by the OIE training.</p> <p>EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving. Increased accountability for all staff, ensuring that PP cohorts are considered as a priority.</p> <p>PP students identified on seating plans</p> <p>Clear process of identifying needs within classes – with each teacher taking direct responsibility.</p>	1,2,3,4, & 5
Attendance Influencers	All pastoral form tutors are engaged in tracking and intervening with their tutees' attendance, identifying barriers, working with students and families and praising both good and improving attendance. Mentoring is said to improve outcomes by 5+ months.	6
Director support from OGAT to be made available to departments to ensure PP students make the required progress	A maths director is present in the academy for at least one day a week and will work with PP students leading teachers and the Head of Department in delivering high quality teaching, learning and intervention.	1, 2, 5

	<p>An English director is present in the academy for one day a week leading teachers and the Head of Department in delivering high quality teaching, learning and intervention.</p> <p>A Science Director is in the academy two days a week leading teachers and the Head of Department in delivering high quality teaching, learning and intervention.</p> <p>EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.</p>	
All students in year 11 to have access to Option English, Option Maths and Option Science	<p>The timetable is constructed to offer additional curriculum time and coverage of English and maths for students who require more targeted intervention and support. The EEF suggests that student performance is accelerated by 4+ months.</p> <p>Maths:</p> <p>Selected students in Y11 have access to option maths lessons in order to ensure they make good progress.</p> <p>English:</p> <p>Selected students in Y11 have access to option English lessons/ Consolidation sessions and tutor sessions in order to ensure they make good progress.</p>	1, 2, 4, 5

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

Budgeted cost: £169,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement 1:1 sessions for students who are showing very limited progress.	We want to ensure that any student eligible for PP funding has access to 1 to 1 support. This is proven to accelerate progress of students over a shorter time frame +5 months. These students will also access the group support.	1, 2, 4, 5
To implement small group work that focuses	We want to ensure that any student that is eligible for PP funding has access to	1, 2, 4, 5

on Phonics, Spellings, handwriting and	further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate	
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fundamental numeracy skills.	progress over a shorter time frame. The resources that will be included are Lexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, Numicon, Ruth Miskin and Rock star for numeracy. All of these resources have been proven to add at least +4 months' progress	
Consistent use of Accelerated Reader in the classroom. Focus on literacy development (vocabulary acquisition) as a key component of learning.	Accelerated Reader was shown to have a positive impact and has been used by the academy for 4 years, with some students improving their reading age by 1 year in 3 months. On average this is shown to accelerate progress by +5 months.	1, 4, 5
To implement a Peer Mentor reading programme	Extra reading is said to accelerate student progress by +5 months. Using peer mentors to support this process will enable students to work with older students to develop their reading abilities	1, 4, 5
Develop bespoke programmes throughout the curriculum to minimise gaps in learning and understanding	English, maths & science: First wave teaching based on analysis of assessment data has an excellent impact on gap filling. This, in addition to one to one tutors, after school maths, option maths, and lunch time maths helps to minimise gaps in learning. EEF Toolkit – Targeted academic support to improve progress and attainment	1, 2, 4, 5

<p>All PP students to have access to 1 to 1 tuition within English and maths &amp; science Utilising funding from the Pupil Premium, Covid Recovery Funding and National Tutoring Programme Funding.</p>	<p>Maths: Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors would prioritise PP students.</p> <p>English: Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors and director support would prioritise PP students.</p> <p>Science: Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors would prioritise PP students. The EEF outlines how 121 tuition can accelerate student performance by +5 months.</p>	<p>1, 2, 4, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £161,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise the inclusion support and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA.</p> <p>Pastoral support for PP students via Year Leaders, SEN support, key workers and small group interventions.</p> <p>Monitoring of student attendance daily calls home. Home visits after 3 days of absence.</p> <p>Praise for increased attendance</p>	<p>Early intervention is proven to prevent students becoming PA and offering a range of support to PP students and ensure they make the same progress as their peers.</p> <p>Good attendance and behaviour for learning underpin positive progress at school.</p>	4, 6
Implement a range of interventions to support students who are identified as PA will be provided access to the Bridge or PLC and associated interventions. This practice has proven to aid students who are considered vulnerable including PA students.	We want all PP students to make the same progress as their peers, as such all students who are in danger of becoming PA or who are PA will be provided access to the Bridge and associated interventions. This practice has proven to aid students who are considered vulnerable including PA students.	4, 6
Implement information evenings to empower parents to work with their children and maintain good relationships and open lines of communication	The EEF Sutton Trust Toolkit has demonstrated that parental engagement accelerates student progress by +3 months on average.	3, 4, 7, 8, 9.
Student champions to increase awareness across the Academy.	Improved wellbeing particularly of the most vulnerable students	7



New whole Academy strategy		
Learning Managers and Emotional Well Being Ambassadors supporting individual students. Student Ambassadors increasing awareness	Support students attendance, wellbeing, mental health and social relationships and contexts in school. EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	6, 7
External intervention providers to support student behaviour, attainment, wellbeing and SEMH.	Links to external provision and agencies for support. EEF Toolkit – Wider strategy used to support students wellbeing and SEMH	7, 9

**Total budgeted cost:** £400,878

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Pupils eligible for the Pupil Premium	Pupils not eligible for the Pupil Premium
% Achieving 5+ in both English and Maths.	33.89%	63.33%
% Achieving 4+ in both English and Maths.	50.0%	86.0%
Average Progress 8 Score	-0.25	+0.42
Average Attainment 8 Score	36.86	54.07

The attainment gap between disadvantaged and non-disadvantaged students has widened this past academic year. We focus on each child's individual potential in all subject areas. Following a review of student performance across the curriculum from previous year's, there has been a renewed targeting of interventions to enable more students to attain a Grade 4 or 5 in maths in order to support future life chances and gain access to further and higher education opportunities.

Pupil premium attendance was at 79.9% with the number of persistent absentees at 51.1%. This is an area of concern and links to the decline in performance of this cohort of students.

The academy's sustained improvement plan highlights the need to continue reducing this gap in performance. The meticulous implementation of the plan allows leaders in the academy to quickly improve standards for all students with disadvantaged students being a focus.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Careers advice and guidance for all students with additional support for PP and disadvantaged students	Progress Careers

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA