Pupil premium strategy statement – Outwood Academy Carlton 2023-2024

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
Number of pupils in school	1,112
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers (**3 year plans are recommended**)	2023/2024 to 2024/2025
Date this statement was published	04.11.2023
Date on which it will be reviewed	June 2024
Statement authorised by	Paul Taylor, Principal
Pupil premium lead	Kate Baker, Vice Principal
Governor / Trustee lead	Kelly Marie Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,309
Recovery premium funding allocation this academic year	£126,532
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£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*	£587,841

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Many of our students have poor basic skills in literacy and numeracy and this is evident across the curriculum and becomes a barrier to learning across most subjects.

	Reading ages are low, particularly amongst disadvantaged pupils, this has become a real issue following the COVID-19 pandemic.
2	Disadvantaged pupils make less progress and attain lower than their non-disadvantaged peers. This occurs across most subject areas.
3	Our attendance data indicates that attendance among disadvantaged pupils is lower than their non-disadvantaged pupils.
	Similarly, more disadvantaged pupils have been 'persistently absent' in comparison to their non-disadvantaged peers.
	Assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
	This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.
	Referrals for support remain high with a large proportion of our cohort identified as being 'vulnerable'.
6	Many of our pupils have struggled to access learning successfully following the COVID-19 pandemic and demonstrate a lack of aspiration and ambition, low confidence and resilience. This is particularly so with disadvantaged pupils and has a major impact across all areas of the curriculum, leading to poor attainment.

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 among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths and science.	Significantly close the attainment & progress gap between disadvantaged pupils and their non-disadvantaged peers.

	Outcome data suggests that the disadvantaged gap is narrower than 2022/23.
	The % of students securing 5+, 7+ in Maths is higher than 2022/23 and the Maths progress element is 0.00 or better.
	The % of students securing 5+, 7+ in Science is higher than 2022/23 and the Science progress element is average/above average on school performance tables for 2023/24
Improved reading comprehension and orcay among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a significant improvement in comprehension and oracy skills, particularly among disadvantaged pupils, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Students have a level of literacy that allows them to access the curriculum. Those students who are below Age Related Expectations (ARE) close the gaps with their peers.	Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.
Improved basic numeracy skills among disadvantaged pupils across KS3.	Numeracy assessments demonstrate a significant improvement particularly among disadvantaged pupils, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Students have a level of numeracy that allows them to access the curriculum. Those students who are below Age Related Expectations (ARE) close the gaps with their peers.	Greater engagement of KS3 pupils across the curriculum, leading to fewer removals from class.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by:
Extensive support and a range of strategies are available for students who are struggling with their mental health, allowing students to flourish and fully engage with the curriculum.	- qualitative data from student voice, student and parent surveys and teacher observations. - improved engagement across the curriculum eg. attendance, lesson removals.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and increase the % of students engaging with enrichment opportunities.	Sustained high attendance demonstrated by: - A significant improvement in the overall unauthorised absence rate for all pupils - The attendance gap between disadvantaged pupils and their non-disadvantaged peers closes significantly. - A reduction in the percentage of all pupils who are persistently absent - The proportion of disadvantaged pupils who are persistently absent approaches the same figure for their non-disadvantaged peers. - Tracking of enrichment attendance highlights an increase in pupils 'doing more', when compared to 2022/23
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.

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: £293,920.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that first wave	A focus on pedagogy and ongoing CPD in this area ensures that there is a constant focus on teaching and learning, supporting innovation	1, 2, 4, 6

teaching is of high quality, supported by a programme of professional development that is focused around pedagogy	and creativity, which leads to better teaching and in turn, to better progress and outcomes.	
Improving literacy and oracy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2, 4, 6
Ensure that we are able to recruit the best teachers, using the TES recruitment package and creative strategies to recruit and retain staff through the Deeps, NPQs & distributed leadership model.	https://educationendowmentfoundation.org.uk/news/new-initiatives-to-improve-teacher-retention# https://educationendowmentfoundation.org.uk/public/files/Recruitment_and_retention_guidance_FINAL..pdf	1, 2, 4, 6
Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching.	As subject experts, Directors provide a further level of challenge within subject areas, as well as providing support for teachers to develop and improve their practice, leading to stronger teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 4, 6
Developing metacognitive and self-regulation skills in all pupils through the consistent and constant implementation of the 5 pillars of learning and associated pedagogy.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 4, 6

Embed, with 100% consistency the Positive Discipline for Learning and Life policy within classroom and across the academy	In successful schools there is a strong emphasis on removing barriers that impact negatively on learning such as poor behaviour and attendance. 'Consistency is Key'. EEF - Improving Behaviour in Schools	1, 2, 3, 4, 5, 6
Embedding the KS3 home learning strategy ● Use of Learning Planners at KS3, including extending into Y9 ● Proud projects ● Assessing knowledge through 'recap and recall' quizzes and activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	1, 2, 3, 4, 6

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

Budgeted cost: £146,960.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutors in Maths, English, Science and humanities to provide small group and 1 to 1 intervention for those students that are underperforming or are struggling in particular areas within these subjects, and also provide basic literacy and numeracy interventions for KS3 students (NTP).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 3, 4, 5, 6

Y10 & Y11 small group teaching of approved level 2 qualifications that PLC students selected as part of the 'Guided Pathways'	[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)	1, 2, 3, 4, 5, 6
Aspire room available support students who are unable to access mainstream lessons. Targeted intervention provided by the Bridge Manager.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 5
PLC provides an alternative personalised curriculum for a cohort of children who struggle to access mainstream lessons. Staffed by a PLC Coordinator. Provide resources to support this provision and fund intervention programmes for this cohort eg, horticulture, Prince's Trust.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 5
Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3, 4, 5, 6
LRC Manager provides additional support within the library in areas such as Accelerated Reader and targeted support / intervention with literacy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 6
Provide targeted support and	Reading comprehension strategies can have a positive impact on pupils' ability	1, 2, 6

| intervention for literacy, using packages such as Reader etc | to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: [Reading comprehension strategies \| Toolkit Strand \| Education Endowment Foundation \| EEF](#) | |

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

Budgeted cost: £146,960.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of external agencies such as iSpace, Compass to provide strong support for students who are struggling with their mental health. Wellbeing staff oversee the whole-school approach to wellbeing and provide staff with the knowledge and confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5, 6
An in-school support team (Deep Support) provide a wealth of support, guidance and advice across a wide range of areas such as pastoral support, behaviour support, safeguarding and wellbeing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5, 6
An extensive Careers programme over 5 years, complemented	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_d	1, 2, 3, 4, 5, 6

by independent CIAG from Careers Inc, ensures that students are well informed and supported	ata/file/1103188/Careers_statutory_guidance_September_2022.pdf	
The EWO and Attendance team ensure that there is a robust plan to improve student attendance and that this is implemented and monitored. Clear programme of support, interventions and rewards, including strong parental engagement.	[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3, 5
Ensure that disadvantaged students have full access to the curriculum and that they are not restricted due to financial constraints. Students/Parents are supported by providing Year 7 students with a free uniform bundle, a hardship fund for uniform / trips etc and access to free school meals	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3, 5
Ensure that we provide additional external alternative provision for those students who need this because they are struggling to access school and/or to supplement their school provision.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 5
Improve the behaviour, resilience and engagement of students by engaging with the 'Think for the Future' programme, which involves the	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 5, 6

deployment of an on site mentor.		
Engage with 'Active Futures' to provide bespoke intervention for individuals and groups of students, with a view to increasing their motivation and engagement with the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3, 5, 6
Support the development of the PLC through the appointment of an additional Associate Assistant Principal.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/i	1, 2, 3, 4, 5, 6
Introduction of Character Education and Personal Development Reads as part of the tutor provision to compliment the Life curriculum and address SMSC.	https://assets.publishing.service.gov.uk/media/5f20087fe90e07456b18abfc/Character_Education_Framework_Guidance.pdf	1, 2, 3, 4, 5, 6
Contingency fund for acute issues.		1, 2, 3, 4, 5, 6

Total budgeted cost: £587,841

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.73. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.53. See DfE guidance for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. Furthermore, making comparisons between 2022 and 2023 outcomes is also an irrelevant piece of work since 2023 saw a return to pre-pandemic standards/boundaries.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 (OACa 36.53). The national average for attainment 8 was 46.2. For Progress 8, the national average score for disadvantaged pupils was -0.57 (-0.73). The national average for progress 8 was -0.03.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.02 and the Attainment 8 score was 45.86 Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

We also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. However, attainment 8 has increased since pre-pandemic (2018/19 outcomes), this is particularly pleasing considering the increase in number of disadvantaged students entered for the Ebacc. This figure increased from 5.3% to 31.3%. Furthermore, since 2018/19 (pre-pandemic) the number of students securing 4+ in English and Maths increased, but there was a decrease in 5+ English and Maths for disadvantaged students.

Attendance for disadvantaged pupils was 84.86% in 2022/23 and persistent absence was 48.09% We recognise this higher than for non-disadvantaged and this is why attendance remains a focus on our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. This is why strategies to address this feature in the current plan for 2023/24.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Mental Health Support.	iSpace
Mental Health and Wellbeing support based around physical activity or group work based intervention looking at different strategies.	Active Futures
One to one SEMH support. Introduced group sessions too this academic year.	Compass
Behaviour strategies, confidence, resilience and emotional support.	Think for the Future
Behaviour support, exam support, transition support and SEMH strategies.	Adastra