

# Pupil Premium Funding (including Y7 Catch up funding in 2017/2018 and plans for next academic year 2018/2019)

## Overview of Outwood Academy City Fields (formerly Wakefield City Academy 2017/2018)

Wakefield City Academy received £258,927 for the academic year 2017/18.

### Pupil Premium is an additional grant given to students who:

- have been eligible for free school meals (FSM) at any time in the last six years
- have been in care for more than six months
- have parents/carers in the armed services, who face particular challenges

We have developed and continue to develop many robust intervention strategies, all of which are designed to support each individual student to achieve their full potential. Our aim is to 'narrow the gap' between different groups of students and to raise standards for all by sustaining and enhancing performance.

Below is a list of strategies that we use to support students. The intervention strategies exceed by far the total amount we receive for the Pupil Premium. The Pupil Premium is used to support all of these strategies:

### Curriculum Support

- Revision sessions for students who are examined are held at regular intervals throughout the year. Sessions are provided within the school day and outside of school hours.
- PIXL membership under Wakefield City Academy allowed us to access resources and bespoke online revision packages for Year 11 students to support their exam preparation, including attendance at intensive maths student conferences. This will be replaced for 2018/2019 by OGAT strategies and support.
- All students had access to My Maths, an online resource used to set homework, review lesson outcomes and guide students through activities. From 2018/2019, Hegarty Maths will be available to students.
- Revision guides are provided for students in Maths and English.
- Academy Improvement Partners were deployed by WCAT to support students in core subjects including providing small group interventions and subject support. From 2018/2019 Directors of English, Maths, Science, History, Geography and MFL are to be deployed from the Outwood Trust to support students in making the required progress and beyond.
- Specialist literacy and numeracy support in Key Stage 3. This includes the implementation of the Accelerated Reader programme along with curriculum time allocated for students in year 7 who have been identified with reading ages significantly below chronological age.
- Level 3 Teaching Assistants (HLTAs) in both Literacy and Maths are used for strategic support and intervention strategies to improve the performance of students.
- Offsite provision is offered to support students who are disengaged with the traditional school environment or who have a particular wish to explore a more vocational route. Courses took place included Young Firefighters, Young Apprentices, college accredited courses and the Lighthouse Group.
- Specialist full time EAL teacher to support EAL provision
- Students who qualify for Pupil Premium are also supported with the purchasing of ingredients for Food Technology lessons and with instrumental music lessons as well as contributions towards equipment to enhance their learning experience whilst at the Academy.

## **Uniform and Trips**

Arrangements were made for uniform to be provided for all students when Wakefield City Academy converted to Outwood Academy City Fields (June 2018). Additional uniform is also provided for vulnerable students.

Financial assistance for families with students wishing to attend school trips and excursions is available and this ensures that all students benefit from a variety of experiences designed to enhance life chances and removes what could be a financial barrier.

## **Careers advice and guidance for Years 8 to 11**

As part of Wakefield City Academy, students were offered Careers Advice through a PHSCE programme including Drop Down Days and through specialist advice from Connexions Careers Service, all of which was overseen by a Careers teacher. Assemblies were delivered by a range of Post-16 providers, visits to local college taster days and post-16 “fairs” also took place. Support was provided to students to ensure they had successful post-16 applications

## **Pastoral Care and Inclusion:**

Students were placed into form groups and looked after by a form tutor and a dedicated Head of Year, overseen by an Assistant Head and Associate Assistant Headteacher in charge of Pastoral Care.

The ARC (Academy Reintegration Centre) was staffed full time by a specialist Pastoral Manager and assistant to provide support for students with complex social, emotional and behavioural issues, with the aim to facilitate their transition back into mainstream lessons.

Specialist support provided by our SEN Coordinator and Assistant, who work tirelessly to support our most vulnerable students maintaining strong links with external agency support services.

A dedicated full time Student Liaison Officer provided support for vulnerable families and improving attendance

The Cross Project working with school to mentor students e.g. for extra adult support, anxiety, stress, recent bereavements.

Other provisions in place included:

- Breakfast club
- Specialist Y7 Foundation Learning Group with a specialist teacher received additional interventions e.g. Luggage for Life and Social Skills
- SLA for dedicated Educational Psychologist on site 1 day per week
- Behaviour for Learning with a focus of getting students back on track and understanding why they are behaving in a way that is a cause for concern.
- Self-esteem Group work – working with students who need to build personal confidence.
- Study support provided in the Library – working with students to create a culture of organization, preparing for their future.
- Y6 Focussed Transition – for vulnerable and Student Premium students. An additional transition to assist the move into Year 7.
- Social Skills interventions

## **Y7 Catch up Funding:**

Literacy and numeracy catch-up premium gives is allocated to schools to give additional funding to support students in Year 7 who did not achieve the expected standard in reading or maths at the end of Key Stage 2. All state-funded schools with Year 7 students receive this funding.

The money is to be used by schools to deliver additional tuition or intensive support in small groups giving students valuable support to bring them up to speed so that they are in a better position to succeed at secondary school.

Strategies to enable students to catch up included:

2017-2018 – creation of a “one-off” Y7 Foundation Learning Group for that particular cohort. The groups were taught within a specialist nurture group with TA support to allow additional time to reinforce and embed learning. Input for this group also given by outside providers e.g. Lionsquest “Skills for adolescence” workshops to support students with growing up and coping strategies when frustrated, often caused by poor Literacy and numeracy difficulties.

## **English**

- Increased staffing to allow for smaller classes for lower ability groups
- Dedicated specialist HLTA to provide support and interventions in class and small groups
- One to one support with reading
- Resources to support reading
- Reading Interventions
  - Accelerated Reader – a coordinated and graduated programme that motivates students to make progress with their reading skills by taking an online quiz when they have read a book to check their comprehension. The feedback is immediate and motivates students to move onto the next book. Progress is monitored closely and interventions are planned for students who have a reading age below expected.
  - Students are timetables into the Library every week to be in an inspiring environment surrounded by books. They take their quizzes in the Library and are supported by the Librarian in their next choice of book.
  - The STAR reading test is used regularly as a tool for identifying students who are falling behind and need extra support.
  - Read-on is an intervention to support students with a reading age below 10

## **Maths**

- Increased staffing to allow for smaller classes for lower ability students
- Dedicated specialist HLTA to provide support and interventions in class and small groups
- Maths specialist Numeracy Coordinator leading and overseeing strategies
- One to one support and interventions e.g. Maths123
- Specialist dedicated maths TA
- Maths club and homework support

	Number on Roll	Key Stage 2 APS	Attainment 8 Score	Progress 8 Score	Achieving English (5+)	Achieving English (4+)	Achieving Maths (5+)	Achieving Maths (4+)	5 Passes (4+) inc E&M
All Pupils	135	26.8	39.75	-0.22	48.9%	71.9%	40.7%	64.4%	56.3%
Pupil Premium	59	26.5	37.76	-0.33	45.8%	69.5%	32.3%	62.7%	49.2%

## Plans for academic year 2018/2019

No on Roll: 684

No eligible for Pupil Premium: 231

In addition to the provision and interventions above that took place in 2018-2019, the following areas will be explored and implemented to support students:

### Curriculum Support:

- Directors of English, Maths, Science, Humanities, and MFL are being deployed from the Outwood Trust to support students in making the required progress and beyond.
- Option and extra English and Maths and Core Science are additions to Core Curriculum for these subject areas as well as additional support by subject specialists during VMG time.
- 1-to-1 intervention in Key Stage 3 and Key Stage 4 to improve student performance in English, maths and Science. Specialist 1:1 tutors have been employed for these subjects as additional staff
- After school enrichment for Y11 provided in English, maths, Science, Humanities and MFL
- All students have access to “Hegarty Maths” and “Educake”, which are online resources used to set homework, review lesson outcomes and guide students through activities.
- PLC and Bridge has been set up to provide curriculum pathways for students to improve student outcomes and performance
- Option choices supported through new CEIAG process delivered by new provider
- VMG interventions for 3 separate target Y7 groups in maths
- Additional resources for Y7 students including Times tables Rockstars and Numicon targeted intervention

### Research and Development:

- Staff have been appointed to associate roles within the Deeps, and analysis of Pupil Premium students specifically will form part of their project work including:
  - Reinstatement of Peer Mentoring programme
  - Student Voice
  - Careers Education, Information, Advice and Guidance (CEIAG). Student feedback will be sought on the new system implemented for 2018/2019

## **Careers and Guidance**

A Careers advisor from Careers Inc. has been employed to work with students from Years 8 to 11. Presently, all Year 11 students receive an individual 'interview' to support them with their Post 16 applications, but are also offered the opportunity for independent advice and guidance with the Careers Inc service. Assemblies take place by a range of Post-16 providers. Work is taking place with Years 8 to 11 students, in particular with those students who are at risk of becoming NEETs (Not in Education or Training). Students who are identified by the above criteria are all given time with the advisor with a particular focus on their future and choices

### **Pastoral Care and Inclusion:**

Students are placed in vertical mentor groups and are looked after by a tutor and a dedicated non-teaching Learning Manager

### **The introduction/establishment of the OGAT model for Bridge and Personalised Learning Centre (PLC)**

The Bridge is the Academy's Social Inclusion Centre. Within the Bridge support is given to students with more complex social, emotional, behavioural and medical issues. It provides a safe and supportive environment for the Academy's most vulnerable students. The Bridge facility is used to provide one to one support for students and is also open for social times.

The Personalised Learning Centre provides students with personalised learning packages designed to meet individual need, provide focussed intervention to support and raise attainment and deliver alternative GCSE equivalent qualifications.

This provision is coordinated by the Inclusion Coordinator and facilitated by the Bridge/PLC Manager.

### **SEND (Special Education Needs and Disability)**

Provision will continue to be led by our qualified specialist SENDCo and Inclusion Manager. Additional bespoke interventions planned to support Literacy, numeracy and specific needs of individual students according to need.

### **Uniform, equipment and trips**

All Year 6 students who are awarded a place at Outwood Academy City Fields will be provided with their first uniform to ensure that all students are starting from the same point.

Hardship funding will also be available for uniform, equipment and trip subsidies for students in other year groups.

### **Attendance**

A greater focus will be adopted to support all students in meeting the minimum requirement of 95%. An Attendance Manager is employed to drive attendance and work closely to support the most vulnerable groups of students and families.

### **External Agencies**

Adoption of OGAT policy to work with external agencies to provide behaviour, emotional and social support for individuals and families.