

Pupil Premium Strategy Statement Outwood Academy City Fields 2018-2019

1. Summary information					
School	Outwood Academy City Fields				
Academic Year	2018-19	Total PP budget	£351,762	Date of most recent PP Review	Sept 2018
Total number of pupils	1046	Number of pupils eligible for PP	425	Date for next internal review of this strategy	January

2. Current attainment in Year 11		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5+ English & Maths	51%	53.6%
% achieving 4+ English & Maths	63.3%	70.2%
Progress 8 score average	-0.21	+0.23
Attainment 8 score average	42.03	45.65
EBACC 5+	26.5%	22.6%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Weak Literacy skills entering Year 7, which prevents them from making good progress.
B.	Weak Numeracy skills entering Year 7, which prevents them from making good progress.
C.	Attendance rates for students who are PP are below the 95% benchmark, which reduces their number of school hours and as such impedes their progress.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Raise parental engagement through information evenings, parent evenings and regular contact e.g. telephone updates and meetings
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4. Desired outcomes (*desired outcomes and how they will be measured*)

Success criteria

A.	Students improve their literacy skills during KS3 to achieve 5+ or better in English in Year 11.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using accelerated reader assessments and Praising Stars © English assessments.
B.	Students improve their numeracy skills during KS3 to achieve 5+ or better in maths in Year 11.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using Numicon math assessments and Praising Stars © maths assessments.
C.	Increased attendance for all students that are eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves to at least 95% in line with the government benchmark.
D.	Number of parents attending information evenings increases measured through completion of evaluation forms.	Parental engagement increases and are knowledgeable about how to support their children at home. Ofsted questionnaire shows a good % of parents are happy with the academy.

5. Planned expenditure update

Academic year

2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date	Impact
Impact on Teaching & Learning	CPD on quality first teaching based on the strategies that work with PP students taken from the EEF toolkit.	We want to offer high quality teaching to all these students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period... For example, collaborative learning, AfL, weighted questioning.	The Assistant Principal will organize L&P calendar including training for collaborative learning. Learning walks and observations will provide information on progress and identify any further issues that need to be addressed.	AGr	July 2019	Students will achieve their target grades. Staff will consistently deliver collaborative teaching strategies and AfL will be embedded as an effective strategy in lessons.
Impact on literacy Y7 & Y8	Consistent use of Accelerated Reader in the classroom.	Accelerated Reader has been used by the Academy for several years and has been shown to have a positive impact in improving student reading ages.	SLT Line manager for English will check that AR is being implemented consistently during Line Management meetings and on learning walks. The LRC manager will track and monitor the progress of students.	RTh/SWi LFo SHa	January	AR will contribute to improved reading ages of students. Head of English and SENCo will provide report on improvements made in terms of months progress made.

Impact on numeracy Y7 & Y8	Numicom & Maths Mastery	Other OGAT academies have demonstrated positive impact of use of Numicom, dedicated maths VMG time and the implementation of the Mastery Curriculum.	As a new OGAT Academy, staff will undergo training and implement the strategies, with the support of Maths Directors. SLT will check that implementation is consistent through Line Management and on learning walks. The 2ic in maths is responsible for tracking and implementing Numicom and will report to the Head of Department on progress.	Dad/KHu LFO	Summer Term	Maths Mastery lessons will be delivered confidently and effectively following staff training. Numicom will be implemented effectively. % Student progress will improve in terms of achieving expectations.
'Impact on students in Y10 and Y11 make the required progress within individual subject areas	Director support from OGAT to be made available to departments to ensure students make the required progress	Guidance and support from directors within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y10 and Y11.	Heads of Core	Half Termly	RAG meetings have been implemented and taken place weekly for Y11. Students are discussed at length and interventions implemented appropriately to address any issues. Y10 RAG will start in the summer term.
Impact on students in Y11 make the required progress within English/Maths/ Science	Students in Y11 have access to additional English/Maths/Science time if required.	Students are provided with extra option English lesson(s) within the curriculum in Year 11/ English VMG/1:1 tuition. This enables them to consolidate their understanding further.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.	AHi LFO SHa	Weekly	RAG meetings have been implemented and taken place weekly for Y11. Students are discussed at length and interventions implemented appropriately to address any issues. Y10 RAG will start in the summer term.

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date	Impact
Impact Y7 & Y8 numeracy and literacy	To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills.	To ensure that students have access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. Examples of resources that will be included are: Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, Numicon for numeracy. All of these resources have been proven to add at least +4 months' progress.	All students will be base line tested in Y7 and Y8 to identify which students need support. All interventions will take place in the Intervention Room, Library and small group work rooms. A timetable of support will be shared with all staff. All students will be retested at an appropriate point to identify the progress made. The 2 i/c mathematics lead will identify the cohort that need further small group work support using KS2 and Praising Stars assessments. These students will receive instruction from a specialist TA on the areas requiring improvement.	RTh/SWi KHu	July	Baseline testing will be successfully completed and all students identified as requiring extra support will be allocated interventions e.g. Handwriting, Independent Dyslexia Phonics, Multi-Sensory Learning, Paired Reading, Numicon, Progress will be measured in months progress following testing/improved standard scores. For students who access the handwriting programme, progress will be reflected in their books.
Impact Y7 & Y8 numeracy and literacy	To implement 1 to 1 sessions for students who are showing very limited progress.	This is proven to accelerate progress of students over a shorter time frame +5 months. These students will also access the group support.	The 2ic in maths and the SENCo/Inclusion Coordinator/Head of English will identify students using base line assessments to implement support for students who are making very limited progress. A timetable of support will be implemented.	RTh/SWi/ PGo/KHu	May	Students will be successfully identified and have access to support. Individual progress of these students will be significant.

Students in Y11 make the required progress within English, Maths & Science	Students will have access to 1 to 1 tuition within English, maths and Science if required.	Students who received individualised support are said to accelerate their progress by +2 months. This practice has existed within OGAT for the last 10 years and has proven to improve progress significantly.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.	LFO SHA	Weekly	All students requiring 121 tuition will have been provided with this. Progress is expected to increase as the year progresses.
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date	Impact
Student attendance improves in all year groups.	Utilise the EWO and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA.	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.	EWO will report weekly to SLT the number of students who are PA or who are in danger of becoming PA and the interventions that have been implemented. The interventions will consist of Home Visits, SLT meetings, attendance contracts, daily reports, 30 day and 10 day warnings and FPN,	LBU HAI SHA	Half termly	Attendance will improve to be in line with national averages. Reduction in holidays taken during term time. Reduction in occasional days off. Student progress will in turn improve as a result of improved attendance.
Student attendance improves in all year groups.	Implement a range of interventions to support students who are identified as PA.	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. Supportive “check-in” attendance reports to SLT. This practice has been proven in other OGAT academies to aid students who are considered vulnerable including PA students.	A weekly timetable of support will be implemented and the packages students are following identified.	LBU HAI SHA	Half termly	All students who have experienced attendance issues will have been provided with appropriate provision e.g. Access to the Personalised Learning Centre/Bridge with 121 and small group provision for subjects, including phased return to lessons have enabled students to reintegrate successfully back into the academy.

Students make the required progress within individual subject areas	All staff to provide quality enrichment and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.	The EEF Sutton Trust Toolkit has demonstrated that after school activities and holiday interventions accelerate progress by +5 months on average.	Learning Managers and subject staff will encourage students to attend enrichments and holiday interventions. Subject staff will keep registers.	Heads of Dept SCh	Half termly	Heads of Dept will monitor/track progress of students and suggest specific enrichment sessions for students to attend to fill gaps in knowledge.
Improve parental engagement	Implement information evenings to empower parents to work with their children and maintain good relationships and open lines of communication Provide Y11 students with revision guides for Eng/Maths/Science and show parents how to support revision.	The EEF Sutton Trust Toolkit has demonstrated that parental engagement accelerates student progress by +3 months on average.	Feedback from parents.	AHi Heads of Core		Good attendance at the first parents' evening and Positive feedback from parents and students, who especially appreciated receiving the revision guides and guidance on how/when to use them.
Total Budgeted Costs					See appendix	

6. Review of expenditure

Previous Academic Year	2017/18	Total PP Budget	£352,963
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i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved attainment across the curriculum	CPD collaborative learning and quality first teaching.	Progress for Y11 results compared with their predictions at the end of Y10 have improved significantly. Attainment 8 has improved by 5.0 and P8 reduced from -0.4 to -0.36. The prediction for achieving 4+ in maths and English also increased by 8%. The number of students achieving a 5+ has increased from 18% to 31%. However, there is still a need to increase the proportion of PP students achieving in line with the national average.	To continue to narrow the gaps between PP and NPP students there needs to be further consolidation this year of quality first teaching strategies within maths and to further embed collaborative learning. Further training will be provided specifically to the maths department but all staff will also receive further consolidation training.
Improve Y7 & Y8 numeracy and literacy who are eligible for PP funding.	Accelerated Reader & Numeracy Ninja & Maths Mastery shows a	In Y7 62% of students are achieving 4+ compared to 83% of students, a gap of -21. Last year's gap was -21.9, this drop compared to the gap last year of -9, however over half the year group required support compared to 1/4 of the year group in the previous year. In Y8 67% of students are achieving 4+ compared to NPP 59% a gap of +8, which is a significant shift.	There was a greater consistency in the delivery of packages and further work was given to Y8 showing a positive skew. Due to the level of need within the Y7 cohort we will continue to provide them with the support required to ensure they catch up with their peers. The Maths Mastery which is implemented by OGAT has been modified by lead staff within OGAT further modifications are taking place to enhance student progress.
Impact on students in Y10 and Y11 make the required progress within individual subject areas	Director support from OGAT to be made available to departments to ensure PP students make the required progress	Progress for Y11 results compared with their predictions at the end of Y10 have improved significantly. Attainment 8 has improved by 0.5 and P8 reduced from -0.4 to -0.36. The prediction for achieving 4+ in maths and English also increased by 8% and for 5+ a 13% increase.	Progress was made however further progress is required. This intervention shall be continued so as to develop HoDs further to increase progress within their subject areas for PP students by ensuring swift and targeted provision is delivered using Director support.
Impact on students in Y11 make the required progress within English	All students in Y11 have access to 100% English time.	55% of PP students passed English for 4+ compared to 78% NPP 23% GAP, however this has reduced from -38.5% compared to last year.	This intervention will continue to ensure PP students continue to make progress and close the gap.

Impact on students in Y9, Y10 and Y11	All students to have access to Option English, Option maths and Option Science	31% of students who were PP achieved 5+ or better including English and maths compared to 18% in 2017. The Gap has reduced by 13% but further increases are needed. 41% passed EBACC science. It is difficult to compare to last year where 43% of PP students achieved a grade C, this year students achieved 2 at grade 5+.	The improvements are difficult to measure against last year this intervention will continue for the forthcoming year as progress has been made and appears to work well.
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Students in Y11 make the required progress within English and Maths	All PP students to have access to 1 to 1 tuition within English and maths.	Progress for Y11 results compared with their predictions at the end of Y10 have improved. Attainment 8 has improved by 5.0 and P8 reduced from -0.4 to -0.36 The % of students achieving 4+ in maths and English also increased by 8%. However, there is still a need to reduce the gaps and to ensure students achieve at least the national average.	This intervention shall continue into next year. Monitoring of where students are withdrawn will be strategic and not impact on the same teachers.

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved attendance for all PP students	New SIMs system implemented and used to identify vulnerable groups to facilitate robust tracking of students who are in danger of becoming PA.	Cumulative attendance for PP students was 88.1% at the end of last year. This was an improvement from the previous year of 86.3%. Further interventions need to be incorporated to ensure our most vulnerable students are supported with appropriate interventions.	Due to the number of PA students that were PP it was difficult to have the required impact with all students. We will continue to implement the previous interventions with the addition of home visits and a staged PA process.

Destination Report 2018 Leavers – Activity Survey

Destination information October Checking Exercise for Pupil Premium Students

Destinations	No.	%
School sixth form	0	0.00
FE College	40	80.00
Apprenticeship	2	4.00
Employment with Training	0	0.00
Sixth Form College	0	0.00
Employment	0	0.00
Other	0	0.00
NEET	2	4.00
Unknown	1	2.00
Post 16 Centre	5	10.00