

**Outwood Academy
Ormesby:
Pupil Premium Strategy**



***Students First: Raising Standards and
Transforming Lives.***

2017/2018

Academy Context and Pupil Premium

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is currently paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years
- been in care for 6 months or longer in the 2016 to 2017 financial year

Pupil premium funding is £935 for each eligible secondary-aged student and £300 for each Service Child. Funding to support looked-after children has increased to £1,900 for each eligible student.

Our Pupil Premium cohort is 61.8% of students on roll. Our allocation for 2016/17 was £466,491.00 and our total Pupil Premium expenditure was £807,766.16. Our allocation for 2017/18 is £460,488.63. Our total Pupil Premium expenditure is £905,384.41.

Year	Number on Roll	Ev6/LAC/Service	%
7	180	114	63.3
8	150	105	70
9	139	88	63.3
10	127	76	59.7
11	127	66	51.18
Total:	723	449	62.1%

Pupil Premium: How are we overcoming barriers to learning?

Closing the gap for our disadvantaged students is a core improvement drive at Outwood Academy Ormesby. We are very aware that, especially in this area of Teesside, like other schools, we are challenged by this issue and are working to address this gap. We want to be part of moving things forward for our East Middlesbrough community. Middlesbrough Local Authority are determined that we work together to get to the root of the issues around the disadvantaged gap and develop strategies and interventions to challenge that gap. We monitor the impact of our spending through our School Improvement Plan which is RAG rated every half term. Our Praising Stars system assesses student progress each half term. Using our 4i model (information gathering, identify students, intervene, impact monitoring) our Learning Managers and departments track and rapidly intervene with all students who are falling behind. Impact of these interventions is evaluated at the subsequent Praising Stars cycle.

Our vision is “Students First: Raising Standards and Transforming Lives” which is reflected in our Pupil Premium expenditure strategy. As an Academy we use Pupil Premium funding to raise the standards for all students and as professionals we are dedicated to maintaining these high standards. All students are offered equal opportunities in the academy, which provides transformational experiences. A percentage of the cost is subsidised through our pupil premium funding in line with the percentage of pupil premium students receiving the provision. Strategies such as staffing for Option English and Maths in Y9, 10 and 11; 1 to 1 English, Maths and Science support; support for our Y8 Graduation and free outward bound residential; support for our Y11 Prom; our Enrichment programme; our free Tees Valley Music lesson provision; Accelerated Reader; Library resources; the support of our Attendance officers and school counsellor; additional TA support in core subjects; our Careers Inc provision; our excellent Breakfast club that provides free breakfast for over 180

students a day and our generous uniform subsidy are all supported through Pupil Premium funding.

These initiatives and strategies are for all our students and put Students First. Our excellent provision is supporting the academy to close, and indeed begin to eradicate the gap.

Current Data

5+ inc. English and Maths			*New Performance Measures* Grade 4+ Eng & Maths
	2015	2016	2017
Outwood Academy Ormesby	39%	49%	55%
Middlesbrough	50%	54%	57.9%
England	56%	59%	63.3%

Aims

At Outwood Academy Ormesby we will:

- Ensure that decisions made about the spending of Pupil Premium funding is based on educational research.
- Make decisions about the spending of Pupil Premium funding based on our belief in putting Students First.
- Capitalise on every opportunity to raise standards and transform the lives of our young people.
- Consistently apply the 4i model to identify and intervene to promote students' progress and attainment.
- Measure the success and limitations of interventions used and report them honestly through impact assessments.

Pupil premium strategy

1. Summary information					
School	Outwood Academy Ormesby				
Academic Year	2017/2018	Total PP budget	£460,488.63	Date of most recent PP Review	September 2018
Total number of pupils	724	Number of pupils eligible for PP	449	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
Progress 8 score average (from 2016/17)	-0.13	+0.19
Attainment 8 score average (from 2016/17)	35.97	47.01

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Literacy skills on entry are weaker than that of non-pupil premium students.
B.	Low aspirations and value for educational achievement across pupil premium students at the academy.
C.	Learning deficits in English, Maths and Science at Key Stage 3 prevent higher achievement at Key Stage Four
External barriers (<i>issues which also require action outside school</i>)	
D.	Attendance rate for PP students is behind that of the national average.
F	Social Capital: PP students often experience a lack of wider world experience that their non-PP classmates will experience.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Key Stage 3 students.	<ul style="list-style-type: none"> • Accelerated Reader shows improvements in literacy rates. • LRC shows consistently high usage. • At least 50% of PP students are identified as 'securing' by the KS3 Tracker.
B.	Improved progress rates for English, Maths and Science across Key Stage Three and Four.	<ul style="list-style-type: none"> • Increased outcomes at KS4
C.	Raise aspirations for Key Stage Four students.	<ul style="list-style-type: none"> • All KS4 students have a Careers Inc. appointment. • Guided Pathways show an awareness of career options and routes to employment. • Amount of students identified as NEETs reduced by September 2017.
D.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> • Reduction of persistent absentees. • Increasing attendance of all students compared to previous years.
E.	Ensure all students have access to a range of enrichment experiences in both the formal and informal curriculum.	<ul style="list-style-type: none"> • Uptake of instrument lessons remains high. • Number of pledges received by students is increasing. • Enrichment numbers remain high. • Number of students graduating and attending Outward Bounds Residential increases from 15/16 academic year.

5. Planned expenditure					
Academic year		2017/2018			
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	When will you review implementation?
A. Improved Year 7 literacy progress	Accelerated Reader	Accelerated Reader programme is available to all students and a wide range of books are available to readers. Dedicated lessons and VMG time is given to improve reading ability. This approach is based on evidence from the Education Endowment Fund (EEF) and accepts to recommendations of Gorard et.al (2015)	A dedicated accelerated reader lead to ensure implementation and quality. Librarians to oversee stock of books and word counts. All staff are to be informed of student achievements.	GMO/JRO	Jul 18
A. Improved Year 7 literacy Progress B. Improved progress for En, Ma, Sci	Whole School CPD / Deep Learning / Quality First Teaching.	Guidance by DCFS (2008) and research by Hattie (2008) shows that quality first teaching has significant impact on all students. Through targeted professional development for all staff and a focus on collaborative learning (EEF, +5 months) we aim to raise the quality of teaching across school.	Assistant Principal as a Deep Learning lead with Associate Principal to oversee. Regular lesson observation and marking scrutiny to ensure implementation of CPD.	CWR/APA	Jul 18
Total budgeted cost					£27,857.21
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	When will you review implementation?

B. Improved progress rates for English, Maths and Science across Key Stage Three and Four.	1:1 Intervention, small group intervention.	Based on research by the EEF, small group intervention for Year 7 and 8 students has moderate impact (+4 months) based on moderate evidence. KS4 1:1 intervention covers English, Maths and Science with dedicated tutors. This has moderate impact (=5 months) based on extensive evidence.	Assistant Principal to oversee the quality of provision and timetabling of 1:1 tuition. Weekly RAG meetings focus on student achievement.	(SGR)/RTH	Jul 18
C. Raise aspirations for Key Stage Four students.	Careers Inc. interviews for all KS4 students. Appointment of a member of staff for CEIAG through Deep system. Year 11 mentoring system.	The Milburn Report (2009) outlines the need for high quality careers guidance for students which is provided by Careers Inc. Learning manager mentoring involves parents and regular parent evenings for information (EEF, +3 months). Furthermore, the individual mentoring programme overseen by the Assistant Principal gives every student a mentor to work with them on academic, social issues and aspirations (EEF,+1 month)	Associate Assistant Principal to oversee the quality of provision for Careers Inc. Assistant Principal to oversee mentoring program.	BRO/SFR	Jul 18
Total budgeted cost					£136,237.09
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	When will you review implementation?
D. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on truancies. First day response provision with learning managers to oversee attendance for their year group.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	EWO officer and SEWO to complete daily interventions with students and complete case studies regularly for review. Vice-Principal will oversee the provision and monitor the impact of Learning Managers.	KPR	Jul 18
E. Ensure all students have access to a range of enrichment experiences in both the formal and informal curriculum.	Enrichment opportunities for all students with pledges for committed students. Free Instrument lessons and free outward bound residential to	The EEF toolkit shows that a range of social interventions has a positive impact on students. Arts Education (+2 months), Outdoor Education (+3 months) and social and emotional learning (+4 months).	Students have access to enrichment with an enrichment coordinator to oversee the provision. Outward Bound residential is developed with two Aspiring Leaders appointed through the Deeps.	RTH	Jul 18

	engage in outdoor education.		Vice Principal for Deep Experience will oversee all of the provision.		
Total budgeted cost					£160,599.48

6. Review of expenditure	
Previous Academic Year	Please see attached document for detailed expenditure reviews.

7. Additional detail
http://www.ormesby.outwood.com/pupil-premium