

## Pupil Premium Strategy Statement Outwood Academy Hemsworth 2018-2019

1. Summary information					
<b>School</b>	Outwood Academy Hemsworth				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£400207	<b>Date of most recent PP Review</b>	09/09/18
<b>Total number of pupils</b>	1152	<b>Number of pupils eligible for PP</b>	362	<b>Date for next internal review of this strategy</b>	May 2019

2. Current attainment in Year 11		
	Pupils eligible for PP 2018	Pupils not eligible for PP (National Average 2017)
<b>% achieving 5+ English &amp; Maths (2018)</b>	<b>13.9%</b>	61% (49%)
<b>% achieving 4+ English &amp; Maths (2018)</b>	<b>25%</b>	77% (71%)
<b>Progress 8 score average (2018)</b>	<b>-0.85</b>	+0.56 (0.00)
<b>Attainment 8 score average (2018)</b>	<b>27.44</b>	51.8 (49.0)
<b>EBACC 5+ (2018)</b>	<b>2.8%</b>	6.0% (21.3%)

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	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.
<b>B.</b>	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.
<b>C.</b>	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. This was a focus for the following academic year. We recognise attendance is a continued focus for the academy.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Raise parental engagement through information evenings, parent evenings and parent meetings.

## 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 Education Endowment Fund (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 Vice Principal will deliver the training. Learning walks and observations will provide information on progress and identify any further issues that need to be addressed.	GIV	May	PP students are currently being predicted 26.9% 5+ English and Maths, with an increase of 13% increase Staff are delivering collaborative teaching strategies and AfL is being used in lessons. Collaborative learning strategies are evident in Teaching and Learning.
Impact on literacy Y7 & Y8	Launch of Accelerated Reader in the classroom in English lessons.	Accelerated Reader is shown to have a positive impact across the Trust. This is our first year through, we have no data until a full year is completed.	SLT will check that AR is being implemented consistently on learning walks. The LRC manager will be tracking and monitoring the progress of students closely and the quizzes they complete.	ABR	May	AR is now being used in lessons as observed by SLT and Literacy leads. Additional AR learning walks have been carried out by the Literacy lead. The first round of testing was completed in October and baseline data was sought. English in Year 7 are currently being predicted +0.81. In Year 8 +0.78. This compares to last year's Year 11 achieving -0.53.

Impact on numeracy Y7 & Y8	Launch of Maths Mastery	Maths Mastery has proven successful across the Trust, which is part of the meta-cognition process, which is known to accelerate learning by +8 months.	The Principal line-manages the Maths department and directors of Maths will also carry our regular learning walks in Year 7 and 8 lessons.	LRA TRU	May	Maths Mastery has been launched and is being delivered across the academy. Year 7 Maths progress +0.66 and +0.63 in Year 8. This compares to last year's Year 11 who achieved a significantly negative progress score.
'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	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 for PP students.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y10 and Y11.	TRU	Weekly	RAG meetings have taken place weekly for both year groups. Pupil premium students are discussed at length and interventions implemented appropriately to address any issues. Heads of Department analyse Praising Stars to monitor progress of Pupil Premium students, those students not making required progress will be identified for intervention.
Impact on students in Y11 make the required progress within English and Maths	The curriculum of all PP students will be analyzed and additional English and/or Maths support will be provided if necessary.	Students are provided with interventions such as Option English, VMG English, Lunch English and after school English sessions. This is mirrored in Maths.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.	TRU MSI LRA	Weekly	As above. Praising Stars 4 current prediction for English PP Year 11 -0.1, this compares to -0.7 last academic year. Praising Stars 4 current prediction Maths PP Year 11 -0.4. Last year on one Maths specification 26 students achieved a progress score of -1.24 and 8 students on another specification achieved -0.05.

**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.	We want to ensure that any student that is eligible for PP funding 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. The resources that will be included are the IDL phonics, Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, 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 Literacy Room, Numeracy Room and Library. A timetable of support will be shared with all relevant staff. All students will be retested termly. Any students below the 15% quartile will receive a further Lucid test and/or other psychometric assessments. The 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.	ABR CCH	May	Baseline testing was successfully completed and all students who were identified as requiring extra support were allocated to interventions in Literacy. A member of staff has been appointed (May 2019) to the Numeracy TA role and will start post in June.
Impact Y7 & Y8 numeracy and literacy	To implement 1to1 sessions for students who are showing very limited progress.	We want to ensure that any student eligible for PP funding can have access to 1 to 1 support. This is proven to accelerate progress of students over a shorter time frame +5 months (EEF). These students will also access the group support.	The Head of English will identify all Pupil Premium students that entered the academy below the expected KS2 standard. The 1 to 1 tutor will support students to fill gaps in knowledge to enable them to meet the expected standard at the end of Key Stage 4.	MSI	May	Current predictions for PP students in Year 8 English is +0.91 this is higher than non-pupil premium students who have a predicted score of +0.7.

### 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 for students eligible for PP funding.	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.	Launch regional attendance protocol booklet that includes the intervention tracker that will ensure timely intervention is in place at different thresholds.	LMc	May	Tracker now embedded, regular weekly attendance meetings are improving reliability and accuracy of data. Review demonstrates attendance is still an issue for PP students as a result an additional Attendance Officer for the Trust is being deployed to Hemsworth
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.	A central tracking document will be implemented to identify the number of PP students accessing support.	CLA	May	Progress 8
Improve parental engagement	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.	Evaluation documents will be collated and analysed to demonstrate parental involvement using Ofsted criteria.	CLA	May	There has been increased parent/carer engagement to Parent Evenings and Information Evenings.
<b>Total Budgeted Costs</b>						<b>See appendix</b>

Outwood Academy Hemsworth - Pupil Premium & Year 7 catch-up Expenditure - 2018/19

Intervention	Whole School Expenditure	Year 7 Spend	Year 8 Spend	Year 9 Spend	Year 10 Spend	Year 11 Spend	Whole School Pupil Premium Expenditure	Year 7 Pupil Premium Expenditure	Year 8 Pupil Premium Expenditure	Year 9 Pupil Premium Expenditure	Year 10 Pupil Premium Expenditure	Year 11 Pupil Premium Expenditure
<b>WHOLE SCHOOL (Pro Rata):</b>												
Option Maths						£ 8,196.00						£ 3,195.63
Option English						£ 8,196.00						£ 3,195.63
Option Science						£ 2.00						£ 0.78
Consol Maths												
Consol English												
Consol Science												
VMG English												
VMG Maths						£ 2,043.00						£ 798.92
VMG Science						£ 4,098.00						£ 1,537.84
121Tuition	£ 110,000.00						£ 46,163.58					
PLC Manager	£ 19,753.24						£ 8,292.34					
Hegarty Maths	£ 1,200.00						£ 503.60					
Uniform	£ 3,500.00	£ 16,100.00					£ 1,468.84	£ 7,090.67				
Director Support	£ 310,837.25						£130,473.92					
Alternative Provision	£ 53,017.00						£ 24,767.60					
SENCO Support	£ 61,703.74						£ 25,837.66					
Inclusion Coordinator	£ 23,215.77						£ 12,260.95					
Education Welfare Officer	£ 33,317.88						£ 14,234.28					
TA support	£ 102,867.25						£ 43,170.19					
Dyscalculia Screener	£ 2,337.00											
Music Lessons Support	£ 10,000.00						£ 4,196.63					
<b>TARGETED SUPPORT:</b>												
Free School Meals							£ 83,300.00					
Hardship												
Year 8 Residential			£ 18,575.00						£ 8,845.24			
Learning Managers	£ 152,250.12						£ 63,834.65					
Careers Inc						£ 18,000.00						£ 7,018.35
All off site provisions	£ 16,500.00						£ 6,324.54					
							£ 471,548.85	£ 7,090.67	£ 8,845.24	£ -	£ -	£ 15,807.27

Academy Pupil Population

Year Group	Number on Roll	Number Pupil Premium Funded
Year 7	193	85
Year 8	210	100
Year 9	184	79
Year 10	222	82
Year 11	216	85
<b>Total</b>	<b>1027</b>	<b>431</b>

Number Pupil Premium Actual as at 26/6/18
41
52
41
48
53
235

**EFA Pupil Premium**  
**Total Budgeted Pupil Premium Income (Full)** £ 400,207.20

**Total Pupil Premium Expenditure** £ 503,292.03  
**Pupil Premium Top Up from Budget** -£ 103,084.83

FSM	235
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**Y7 Catch Up Premium**

<b>Income (budgeted)</b>	<b>£21,656</b>
<b>Expenditure:</b>	
Librarian % salary	£ 4,604.14
LIN/Num.TA support % salary	
AR Books	£ 2,000.00
AR	£ 3,500.00
Bridge Manager	£ 4,685.24
Lucid Exact / Lexia Support	£ 1,500.00
<b>Total exp</b>	<b>16289.38</b>

**Post 16 Bursaries**

**Income**  
 16/17 C'wd  
 Income - Original Allocation  
 Vulnerable Students  
**Total Income**

**Expenditure**  
 Vulnerable Students (Cash Payments)  
 Goods in lieu of cash  
 5% Admin Fee 2018  
**Total Expenditure**

## Destination Report 2018 Leavers – Activity Survey

### Destinations for 2017-2018

Destination information October Checking Exercise for Pupil Premium Students

Destinations	No.	%
School sixth form	20	27.4
FE College	43	58.9
Apprenticeship	0	0
Employment with Training	1	1.37
Employment	1	1.37
Other	0	0.00
NEET	0	0.00
Unknown	8	10.95