

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Outwood Academy Hemsworth				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	Sept 2019
Total number of pupils	961	Number of pupils eligible for PP	407	Date for next internal review of this strategy	Sept 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-1.06	
Attainment 8 score average	26.96	

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

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

A.	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 for example last year's PP Ks2 Aps was 25.4, significantly below the national average
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
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. We recognise attendance is a continued focus for the academy. 54% of our PP cohort are persistently absent.

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

D.	Poor parental engagement and low aspirations in the community.
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4. Intended outcomes *(specific outcomes and how they will be measured)*

	Success criteria
A.	Improve progress 8 and attainment 8 of PP students
	Through Praising Stars, mock exams and actual results.

B.	Improve attendance and reduce persistent absence of PP students	Weekly/termly and full year attendance figures
C.	Increase attendance at parents evenings and information evenings	Uptake to events
D.	Work towards achieving all GATSBY benchmarks	Careers audit

5. Planned expenditure

Academic year

2019-20

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve first wave Teaching & Learning	First wave teaching shows high quality differentiation to ensure all students make good progress.	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. Differentiated first wave teaching monitored by SENCO.	GIV LST	End of round 1 lesson observations (December 2019).
Improve literacy Y7 & Y8	Improve the literacy skills of all students in Years 7 and 8 so that they can access the curriculum in Key Stage 4 and meet the expected standards of the curriculum.	Accelerated Reader is shown to have a positive impact across the Trust. This is our first full year through, we have no data until a full year is completed. Regular testing of student's literacy skills will help identify those in need of a personalised curriculum to help them catch up.	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. Principal to meet with literacy intervention team weekly.	ABR	Students will be tested every term.

<p>Improve numeracy Y7 & Y8</p>	<p>Improve the numeracy skills of all students in Years 7 and 8 so that they can access the curriculum in Key Stage 4 and meet the expected standards of the curriculum.</p>	<p>Maths Mastery has proven successful across the Trust, which is part of the metacognition process, which is known to accelerate learning by +8 months. Regular testing of student's numeracy skills will help identify those in need of a personalised curriculum to help them catch up.</p>	<p>The Principal line-manages the Maths department and Directors of Maths will also carry out regular learning walks in Year 7 and 8 lessons. Training for AAP- NCTM Secondary Mastery Specialist</p>	<p>CCH</p>	<p>Students will be tested every term.</p>
<p>Director support from OGAT to be made available to departments to ensure PP students make the required progress. Praising Stars and the RAG used to monitor student progress.</p>	<p>Students in Y10 and Y11 make the required progress within individual subject areas.</p>	<p>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. Planned interventions for PP students coordinated by Vice Principal Deep Support.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y10 and Y11. Weekly meeting between Vice Principal and Principal. TIME report produced at SLT level and HOD level weekly.</p>	<p>AMC</p>	<p>Half termly- Praising Stars</p>

The curriculum of all PP students will be analysed and additional English and/or Maths support will be provided if necessary.	Students in Y11 make the required progress within English and Maths	Students are provided with interventions such as Option English, VMG English, Lunch English, 1-2-1 sessions and after school English sessions. This is mirrored in Maths.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings. Maths and English are line managed by the Principal and meet weekly.	SGO, Principal.	Weekly RAG, half termly Praising Stars
Total budgeted cost					
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills</p>	<p>Impact Y7 & Y8 numeracy and literacy</p>	<p>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.</p>	<p>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</p>	<p>CCH ABR</p>	<p>Students will be tested every term and Praising stars</p>
<p>Impact Y7 & Y8 numeracy and literacy</p>	<p>To implement 1to1 sessions for students who are showing very limited progress.</p>	<p>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.</p>	<p>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.</p>	<p>MSI LRA</p>	<p>Half Termly- Praising Stars</p>
<p style="text-align: right;">Total budgeted cost</p>					

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	Student attendance improves in all year groups for students eligible for PP funding	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.	AMC	Weekly and termly attendance figures
All staff to provide quality enrichment and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress	Students make the required progress within individual subject areas	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.	Principal	Weekly RAG, half termly Praising Stars
Implement information evenings to empower parents to work with their children and maintain good relationships and open lines of communication	Improve parental engagement	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.	AMC	After each event
Total budgeted cost					

6. Review of expenditure

Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
CPD on quality first teaching based on the strategies that work with PP students taken from the Education Endowment Fund (EEF) toolkit	Impact on Teaching & Learning	Positive Impact on Teaching and Learning across the academy as evidence through lesson observations and an improvement in attainment in English and Maths for PP students.	Successful strategies to be embed this year as last year's Year 11 only experienced two terms of high quality practice. The true measure will be a student has 15 terms of high quality Teaching and Learning.	
Launch of Accelerated Reader in the classroom in English lessons.	Impact on literacy Y7 & Y8	CPD for staff has been actioned. Software purchased and trailed in Year 7. English are predicting a positive progress for Years 7 and 8.	Need to roll out full program for all Year 7 and 8 students.	
Impact on numeracy Y7 & Y8	Launch of Maths Mastery	CPD for all key Maths staff has taken place. Resources have been developed. Praising Stars data predicts an improved progress in Maths for Year 7 and 8.	Continued investment in staff CPD.	

Director support from OGAT to be made available to departments to ensure PP students make the required progress.	Impact on students in Y10 and Y11 make the required progress within individual subject areas.	An improvement in students attaining a 4+ and 5+ in English and Maths. Progress 8 dipped due to PP students having personalised timetable, including Option English and Maths, and not filling all the 8 slots.	Continue to move forward with new OGAT curriculum.	
The curriculum of all PP students will be analysed and additional English and/or Maths support will be provided if necessary.	Impact on students in Y11 make the required progress within English and Maths	An improvement in students attaining a 4+ and 5+ in English and Maths. Progress 8 dipped due to PP students having personalised timetable, including Option English and Maths, and not filling all the 8 slots. An 8% increase in PP students achieving a 4+ in English and Maths. Maths in 2019 -0.66, English -0.55, and in 2018 Maths -0.95 and English -0.69.	Continue to move forward with new OGAT curriculum.	

ii. Targeted support

Action	Intended outcome	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)	Cost
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills.	Impact Y7 & Y8 numeracy and literacy	Limited impact due to availability of Ruth Miskin CPD for literacy TA. Took time to appoint to specific literacy TA role. Focus of TA initially was on Lexia intervention. Majority of students on this intervention made positive progress.	Lexia intervention to continue in the Library to enable literacy TA to focus on phonics, spellings, handwriting and fundamental literacy skills for weaker students.	

To implement 1to1 sessions for students who are showing very limited progress.	Impact Y7 & Y8 literacy	Exceeded impact utilising 1-2-1 tutor. Improved engagement and behaviour evident.	Unfortunately this was subject to SIF funding which we are not in receipt of this year.	
iii. Other approaches				
Action	Intended outcome	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)	Cost
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.	Student attendance improves in all year groups for students eligible for PP funding.	There has been an increase in PP attendance and a decrease in PP PA: 2018-19 PP attendance 81.42% Persistent absenteeism 53.93% 2019-2020 PP attendance 87.98% Persistent absenteeism 25.80%	Accelerate the progress of PP student attendance by appointing regional attendance officer and EWO to be based at OAH.	
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.	PP students have improved their attainment across basics and the EBAC from 2019 compared to 2018. Although PP students have improved their progress score, in the vast majority of students the gap between PP and non PP is widening.	Attendance is still proving a barrier to PP achievement as they are missing out on the high quality offer now in place. As a result we have increased the capacity in the attendance team. Focus group of students to be discussed regularly with the Vice Principal to ensure any underperforming or underachieving become priority students for intervention.	

<p>Implement information evenings to empower parents to work with their children and maintain good relationships and open lines of communication</p>	<p>Improve parental engagement</p>	<p>Communication with parents has improved as evidenced with ocloud. Attendance to parents evening and information evening increased.</p>	<p>Continue to promote parental engagement through a variety of mediums.</p>	
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7. Additional detail

