

Pupil Premium Strategy Statement Outwood Academy Ripon

Summary Information					
School	Outwood Academy Ripon				
Academic Year	2019-20	Total PP Budget	£172380	Date of most recent PP review	Sept 2019
Total Number of pupils	696	No of pupils eligible for PP	201	Date of next internal review of strategy	Jan 2019

Our school serves a predominantly rural catchment area but also includes small pockets of socio-economic deprivation which can lead to social disadvantage. We recognise that this results in some of our students experiencing additional barriers to their learning. We are working to ameliorate these barriers for our students and have structured our curriculum, pastoral system and staffing to target key barriers such as low literacy and numeracy, behaviour, inclusion, emotional well-being, cultural and educational opportunity, health and wellbeing. We recognise that good or better teaching has a disproportionately positive impact on our disadvantaged cohort. Our pupil premium funding is deployed to target these barriers and raise the quality of our provision.

Results - Year 11 - 2019		
	Pupil eligible for PP (National Average)	Pupils not eligible for PP (National Average)
No. of Students	29	77
% Achieving 5+	48.3%	59.7%
% Achieving 4+	72.4%	83.1%
Progress 8 Average	+0.27	+0.78
Attainment 8 Average	46.22	50.28
EBACC 5+	6.9%	9.1%

Predictions Current Year 11 - 2020		
	Pupil eligible for PP (National Average)	Pupils not eligible for PP (National Average)
No. of Students	43	79
% Achieving 5+	25.6%	55.7%
% Achieving 4+	55.8%	81%
Progress 8 Average	+0.08	+0.57
Attainment 8 Average	39.1	48.24
EBACC 5+	4.7%	16.5%

Barriers to attainment (for pupils eligible for PP)	
In school barriers	
1	Movement of students due to forces families - adapting to curriculum.
2	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.
3	Literacy and Numeracy skill levels are lower on entry to Year 7 compared to those non-PP
4	Home environment and lack of available funding and geographical location prevent access to enrichment and extracurricular opportunities to broaden cultural and educational opportunity.
External barriers (which require action outside of school)	
5	Lower parental engagement in parents evenings and information evenings
6	Lack of cultural knowledge and understanding

Barrier Being Addressed	Supporting Statement for Strategy	Whom	Outline of Initiative	Impact by end of academic year 2020
Raising the profile of Pupil Premium	A clarity of strategic overview, led by one member of staff to ensure focused provision and intervention	GHA	Senior Leader leading on pupil premium and targeting barriers to learning that disadvantaged students may experience	Improvements in academic outcomes for the disadvantaged students. Improvements in key pastoral indicators, ensuring students are safe and well cared for in school.
Review	A review of Pupil Premium Spending will be commissioned to gain advice and guidance about current and future plans.	GHA	This will be completed at the end of the summer term 2019 with actions to be implemented for the academic year 2019-20	The full report will be published on the School website
Local Authority guidance support	To aid in the generation of ideas and review of process	GHA and LA	Further advice and guidance was gained via the schools LA improvement partner Amanda Bramley. Amanda met with key staff in school early in the academic year to help shape the provision for the year.	The strategy plan that is published on the website and the subsequent targeted interventions.
Teaching Staff Awareness and Targeted interventions	To ensure teaching staff know who their pupil premium students are and whom are underperforming so that they can make a difference.	GHA and all teaching staff	Presentations in staff briefing to raise awareness of pupil premium students who are underperforming and those who are succeeding/achieving well. Evidenced based strategies shared with staff and then impact monitored through OCloud and the Praising Stars System.	All staff able to have desired impact on pupil premium attainment, interventions have positive impact and students make positive progress across all subjects.

Strategy: Raising Aspiration, Self-esteem and Preparedness for Work

Key focus 1: Raising Aspiration: low aspiration prevents learners aiming high and taking risks in learning necessary to succeed

Uniform Support	Addressing Financial Barrier		Supports our most disadvantaged families to provide school uniform to ensure uniform is not used as a barrier. All year. Our uniform is extremely smart and promotes pride and self esteem in our students and school.	Standards of uniform are high. Raised profile of our school in community. Few issues with regards to uniform impact on access to class and learning.
Access to Educational Visits and Y8 Residential	Addressing Financial Barrier and access to wider educational opportunities and experiences outside the classroom.	LM, Deep Experience Lead and HODs	Every Y8 student has access to a residential at the end of the year as part of the aspirational graduation programme into GCSE studies. Students benefit from team working skills, confidence building activities and general outward bound tasks. Students also have access to theatre visits, field trips and other educational opportunities. Support for these trips is available for those who are in receipt of pupil premium support	
Music Lessons	Extra Curricular Opportunities	DKA	Students can access music lessons through a variety of providers, these either compliment their GCSE/BTEC studies or offer enrichment and cultural capital opportunities. Students in receipt of the Disadvantaged Pupil Premium have been financially supported in order for them to access these lessons.	
CE/IAG	Personalised Careers information working with parents and students has highest impact	EWI Deep Experience	A robust careers programme is offered through Careers inc to build aspiration in our students. This investment in excellent quality CE/IAG. Raising attainment, and supporting students to develop employability skills and increasing success post 16 and post 18 either in education or employment. This provision offered 1 to 1 'careers' interviews, drop in sessions for students who had questions, and support at academy events, to provide opportunity for parents also.	Post 16 Y13

Key Focus 2: Ensuring Attendance and Punctuality: poor attendance attitudes affect learning, improving engagement with families and reinforcing and role modeling work place skills to students

Bridge and PLC	1:1 tuition is high impact for moderate to high cost Improves attendance	HAT EWI	Designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on individual basis in to reintegrate them back into mainstream lessons on a full time basis. A Bridge and PLC Manager support these students in addition to any designated TA support for each student.	Attendance data shows improvement from the previous year.
EWO, Attendance Officer supported by Attendance Administrator	Helps students get to school to learn	AWE LSL LMs	Oversees day to day attendance and monitoring our first day response and targeting PA students' attendance; looking for patterns in attendance/absenteeism and liaising with outside agencies in order to offer a holistic and systematic approach to improving our whole school attendance. Weekly data given to tutors and presented to students. Weekly tracking by students so they have ownership.	

			Outside agency support from the Early Help service requested with students who are refusing to attend or at risk of decline.	
Data Sharing		GHA VMG Tutors	All key data shared with VMG tutors on a regular basis, Disadvantaged students and key performance indicators shared with evidenced based classroom interventions. Learning Managers and VMG tutors support with interventions at all levels. Successes shared and rewarded also, communication home and spot prizes for those with 100% attendance.	
Key Focus 3: Student Well-being & Resilience: Emotional and physical well-being often presents as a barrier to learning affecting self-worth , resilience and preparedness to learn				
Cashless catering system		Finance	Paper FSM lists are removed and FSM cohort is no longer identified at payment registers to increase equity, designated catering member of staff for students to go to.	All FSM students accessing lunch without concern
Peer Mentoring Programme in VMG		VMG tutors	Students in years 9 and 10 act as peer mentors during VMG quiz time to support younger students from a pastoral and progress perspective. Prizes given for "Mentor of the Term".	
Anti-Bullying Student Ambassadors		SFL	Group of year 9 and 10 students attended a course to be anti-bullying ambassadors. They have surveyed students and now are acting upon their findings. They act as a support group to any student who needs help with a bullying issue. They are working on promoting positivity in the academy.	
Staff Training		GHA NTA	Key Staff members have received training in aspects of SEMH. This included designated safeguarding lead training, MAPA Physical Intervention training, Compass Buzz and Mental health first Aid Training.	Staff are better equipped in key areas to support students who struggle with aspects of SEMH, and students who are at crisis point.
Life Coach / Outside Agency Support	Social and emotional learning: Moderate impact for very low cost, based on extensive evidence.	Inclusion	Qualified counselors/ coaches to provide coaching for vulnerable and disengaged students enabling them to develop proactive ways to overcome barriers they experience. Our life coaches work and train our pastoral and inclusion team, covers self-worth and working on strengths, active listening etc.	The counsellor worked with many students over the academic year. This may have been as an emergency, one off or regular appointment.
Learning Managers / Bridge / PLC and Inclusion Support		GHA NTA	Please see below for the detail around these aspects of pastoral provision and the role they have in Student Well Being and resilience	Impact is also shown below.
Strategy: Raising Academic Readiness, Confidence and Engagement				
Key Focus 4: Improving Numeracy and Literacy: Low standards of literacy and numeracy prevent learner accessing the curriculum and hinder readiness for the workplace				
One to One academic Provision in Core Subject Areas / Academic VMG Provision in Core Subject Areas	Small group tuition and 121 tuition	GHA, HAT, TA's HODs (Maths, English,	Tutors work with predominantly year 11 students in Maths, English and Science. Students are given personalised timetables which allow for them to have intensive 1:2:1 or small group tutoring in areas of the curriculum they are struggling. Students work in small groups to ensure that this time is maximised. Tutors are specialist in their subject areas which allows for progression to be made.	Students gained confidence and self-esteem by working with a teacher who personalised the learning to necessary exam skills. The opportunity enabled students to return to core lessons with a

		Science)	VMG time is also used in a similar manner in all three core subject areas. A specialist supports a small group during tutor time. This short but regular intervention helps to move student progress quickly.	motivated perspective which enhances their progression.
Improved Year 7 Literacy Progress	Literacy skill underpin all academic achievement, they are necessary for students to access text in all subject areas and to allow them to enrich their experience through reading and research	English Department, LCO	<p>Accelerated Reader: Is offered to all students in Y7 and Y8 and targeted students in Y9 Students access the package through their English lessons and depending on need further support during curriculum adjustment time. The program identifies suitable reading books to best support progress and the various assessment methods measure many aspects of reading, including fluency, accuracy and comprehension.</p> <p>Lexia: Is designed to help students in Years 7 and above become proficient readers, confident learners and GCSE-ready. The program and resources primarily targets Key Stage 3 pupils who lack the basic reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum. It has been piloted at the end of the Academic Year 2017-18 with a view to purchasing licenses the following year for a much wider intervention program. It will be used with those students who need additional support beyond Accelerated Reader, as the activities provide a much more bespoke and in depth intervention structure.</p>	
Improved Numeracy Skills in Y7 and Y8	Basic numeracy skills support higher level learning in Mathematics. Some students struggle to access content at KS4 due to weaker skills in 4 operations & other concepts	GHA MBO Maths Department	<p>Numeracy Ninja's: Is a weekly numeracy quiz incorporating some multiplication and division, four operations and problem solving work tasks. Students access the tests in class once a week and then common misconceptions can be addressed. This became part of the positive routines for students in Y7 and Y8.</p> <p>Numicon: Uses the 'numicon' manipulatives (specially designed resources) to undertake targeted intervention on the aspects of fundamental maths as identified by a rigorous assessment. Training has been attended by a member of the Maths Faculty and this will be cascaded. This is not up and running for this academic year, but with further training later in the year and at the start of 2018-19 a plan is being drawn up to use this extensively with those who are identified by KS2 data.</p> <p>VMG Challenges: VMG groups have a weekly numeracy challenge to tackle. This is presented by the VMG tutor, who has had regular training from a specialist to support them in this aspect.</p> <p>Training: NQT and ITT sessions on use of Numeracy across the curriculum. Session to be scheduled for all staff with do's and don'ts of Numeracy.</p> <p>Times Tables Rockstars: Purchased computer programme, used on Thursday VMG Numeracy intervention sessions to actively engage students with their times tables.</p>	

Additional books in library for AR programme		HAT	Accessible reading material for lower ability students.	New books were purchased to support Accelerated. Spending was focused on new fiction, on those areas of AR where there were gaps, including short reads, reads at specific levels, and specific genre reads.
Librarian Also deliver the OAE Accelerated Reader and Lexia Programmes		HAT	Low levels of reading are a key barrier to learning for our disadvantaged students the library and the work it can do to encourage and promote reading is key. We employ one full time librarian who lead our Accelerated Reader Programme, morning and break time reading sessions. They support with classes when they attend as part of the English provision and assist with formal AR testing. They ensure the Library is up to date with key texts and journals and has a substantive range of Fiction and Non Fiction books, alongside DVD's for loan and computers for use during the day.	The library is a very popular space during social time, it is used by The English Faculty during curriculum time. It is also used for celebration events. Peer reading takes place in the library and guest speakers and authors are arranged and hosted by the Librarian.
OGAT Subject Director deployment in all EBAC subjects, as well as Business and Enterprise, Performing Arts,		LJA	Provide expertise and shared practice. Supports gap analysis and standardisation.	Supporting teaching and Learning across all faculties, Adding capacity where needed and advice and resources. Supporting enrichment. Training opportunities. Assessment, moderation and monitoring support.
Access Arrangements		NTA GHA	Internal testing for access arrangements to support learners both for internal and public tests	All AA published to teaching staff and put in place for formal exams, to ensure this becomes art of the normal way of working for students.
Key Focus 5: Improving Examination Results: narrowing the gap by supporting all students to prepare and invest time in their examinations				
Enrichment and after school subject support and Holiday Revision Support		JJO HOD's	Departments run intervention classes weekly for targeted students in order for them to make the progress necessary to succeed. Academic revision sessions were run during the Easter Holiday to help prepare students for the Summer Exam Series.	All examination subjects provide academic enrichment, the programme is designed to support students attending more than one session. Both pre-school, and afterschool slots are used to maximize opportunity.
Revision Materials		HODS	All Y11 students will also be provided with revision materials to support focused home learning as well as supporting school revision sessions.	Revision material for core subjects. All Year 11 students were issued with free revision guides and workbooks for the 3 core subjects.

Key Focus 6: Extending Curriculum Opportunities: widening experience for our disadvantaged cohort is essential to overcome their cultural, social and economic barriers				
Curriculum design	Flexible groupings support disadvantaged students	Deep Experience	Redesigned our curriculum and staffing to strengthen subject specialism, and reduced class sizes where it is deemed necessary. Option English and Maths have been able to run with Y9, Y10 and Y11 students.	Curriculum is deemed fit for purpose
Key Focus 7: Teaching and Learning: key to narrowing the gap as good or better teaching has a disproportionately positive impact on disadvantaged students and talent needs to be retained				
Teaching database		RBE	The quality of teaching has a disproportionately positive impact on disadvantaged students. This monitors teaching quality overtime and supports staff to develop their practice.	Most staff gaining good or better outcomes during lesson observation process. Those not achieving these outcomes are receiving support from Vice Principal for Teaching and Learning and teaching colleagues to support consistent improvement
Marking and Feedback	Effective feedback: High impact for low cost,	RBE	The new trust Marking Feedback policy was presented to senior leaders and then all staff by the Executive Principal. This training and adjustment will bring about more effective marking in time. Learning Reflections are in place each half term where HODs and Directors assess the quality of Marking and Feedback against the policy requirements. SRT (Student response time) is given higher priority and importance to ensure student engagement with the process.	Teacher compliance with the policy and processes. All teachers completing regular Learning Reflections in line with trust policy and online survey responses to Marking and Feedback. Setting targets and adjusting practice where necessary.
Surveys	Effective feedback	RBE	This enables us to take regular feedback through surveys from both staff, parents and students.	Student, Parent and staff voice is well considered and drives school improvement agenda.
Partnership with other Trust schools	High impact for low cost	WPR	Whole school and Department training have taken place at more established trust Schools. Full emersion days held with all staff attending professional development sessions suitable to their roles. Support and Inclusion Training at Acklam in November 2017	Strong links have been made in all areas, including support and admin. Staff are readily in contact with other academies and help is always forthcoming.
*Leadership Training: TML, Level 3 CP, MAPA and many more		LJA SLT/ HODS	Ensuring staff are offered opportunities to develop their leadership. This helps keep talent in our school.	A greater number of staff trained to support colleagues and help progress the academy in key areas of Teaching and Learning, Marking and Feedback, and aspects of Welfare
Strategy: Improving personal responsibility for actions and attitude				
Key Focus 8: Pastoral Support Strategies: High expectations are central to raising standards and supporting the belief that all regardless of background can achieve				
Inclusion Support – Bridge and PLC -	Behaviour Interventions: Moderate impact	GHA	Reduce exclusions and raise expectations supporting the emotional development and social skills of young people to ensure any cycle of mis-behaviour is broken.	New consequence system embedded across the academy

<p>External Agency Support</p>			<p>Use of the Bridge and PLC Spaces to support students who are struggling to access lessons at the present time.</p> <p>Referral to External agencies for further specialist expertise.</p>	<p>All staff trained in the new consequence system.</p> <p>Comparisons to the previous year are not valid as a different system was used the previous year. Staff report more positive behaviour in class and improved behaviour management strategies available to them.</p> <p>We work closely with many external agencies, including Children and Family Services CAMHS The Prevention Service The Local Education Authority Compass Buzz Mind The local EMS provision Cruse Bereavement Counselling</p>
<p>Learning Manager Provision</p>		<p>GHA</p>	<p>Each year group has a designated Learning Manager who is a non teaching member of staff. Their role is to track and effectively intervene in all pastoral and progress areas. They work with the Attendance team to support positive and improving attendance and the SLT and Inclusions teams to challenge underachievement and support changes in behaviour. They are instrumental in supporting students with SEMH and communicate with parent/carers daily with regards to student welfare.</p>	<p>Each Praising Cycle Learning Managers present up to date detail on each student in their care through their Learning Managers reports. These are presented to SLT in a formal meeting.</p> <p>The data shared earlier about Attendance and Progress also shows positive impact of this role.</p> <p>Many aspects of the role are difficult to quantify but are captured in positive relationships with students which each Learning Manager strives for every day.</p>
<p>Rewards</p>		<p>GHA</p>	<p>The academy has many rewards processes that support different aspects of school.</p> <p>Pledges badges, Praising Stars Prizes for outstanding effort and Improving Students, Accelerated Reader prizes, Attendance prizes, subject prizes, Y8 Graduation event, Y8 Residential.</p>	<p>Year 8 graduation event a success, 98% of students graduated successfully into Y9 - with the remaining 2% doing so at the next Praising Stars cycle. Two events were held and parents supported this event. Students attended a 2</p>

				<p>day stay in July to mark their successful Graduation.</p> <p>Students were rewarded with a celebration event following each Praising Stars Cycle, Prizes and Certificates were given for outstanding effort and improvement.</p> <p>Prizes were bought to celebrate success on the AR programme, these were to reward students for progress, meeting targets, and meeting milestones on the programme for example 1,000,000 words read.</p>
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