

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Outwood Grange Academy				
Academic Year	19-20	Total PP budget	£218,790.00	Date of most recent PP Review	October 2019
Total number of pupils	2045	Number of pupils eligible for PP	234	Date for next internal review of this strategy	June 2020

2. Current attainment				
Year Group	Attainment 8	Progress 8	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
7	NA	NA	66	<p>Outwood Grange Academy is just below the National Average for Pupil Premium at ... Academy results showed a significant upward trend in the 2019 KS4 results. The Attainment 8 score has improved by nearly half a grade in every subject for a disadvantaged student across the academy. The starting point for this cohort was KS2 APS of 27.5, which is about the national average for all students. 2018 was 26.5. This could provide the context to the improvement in attainment, however the progress has also greatly improved from -0.15 to -0.4 and is significantly above the national average progress scores for this cohort (usually about -0.37).</p>
8	48.35	+0.80	48	
9	45.46	+0.09	65	
10	39.77	-0.16	47	
11	41.85	-0.42	44	
Post 16	CVA	APS		
12	-0.38	33.3	11	
13	-0.55	29.5	16	
Key Stage 4 Results 2019			Total: 297	
Progress 8 score average:			-0.13	
Attainment 8 score average:			41.55	51.40

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Progress of Middle Attaining Disadvantaged students (-0.29 in 2019).	
B.	Close the gap for progress of Disadvantaged males (+0.10) compared to females (+0.48)	
C.	Catch-up premium for students entering the academy on below expectations from KS2	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.		
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	To increase the P8 for High Attaining PP students to being at least above average	Above average progress between 0.01-0.49
B.	To improve the attendance of PP students against Non-PP students	Gap to be < 0.10
C.	To increase the % of students meeting expectations by the end of Year 8	Reduce the gap between PP and Non-PP predicted to achieve basics to <10%
D.	Increase the % of students studying MFL in KS4 (PP students studying a language in KS4: 24 v Non-PP studying a language in KS4: 236)	Double the number of PP students in current Y8 who take a language in Y9

5. Planned expenditure

Academic year

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?
CPD for all staff on quality Wave 1 interventions to ensure that PP students are able to access the curriculum and achieve.	Pupil premium outcomes to continue on an upward trend and be above NA outcomes in 2020.	Improvements in PP results in 2019. Focus on use of targeted provision to ensure any gaps in literacy/numeracy are closed. Quality teaching in the classroom and effective differentiation is the key to continuing to improve outcomes.	Training via Academy weekly staff development time. Learning Walks and half-termly data analysis will identify gaps and focus for SLT intervention. HOD time reports and data analysis will ensure a focus on the PP cohort is sustained.	Vice Principal for Deep Support and Deep Learning	Weekly via SLT meetings and Academy time reports. Termly via HOD and Praising Stars reports. Mid-term reviews in February 2020 and April 2020.
Consistent use of Accelerated Reader in the classroom and sharing literacy information across the curriculum.	To raise staff understanding of ARE and skills students have from KS2 – this will ensure both challenge and support for students in the classroom and a curriculum fit for purpose.	Current success of AR programme and improved outcomes via current interventions. Need to share this across all HODS and to continue to raise the profile of literacy for all ages/stages. Director support. 1:1 and option maths classes in KS4 and 1:1 and small intervention groups in KS3 to increase life chances of basics.	Vice Principal Deep Support to use the Academy Development Plan and Literacy Action Plan to embed literacy at all levels. HOD of English to provide training to other middle leaders about expectations from KS2 outcomes.	Vice Principal Deep Support HOD English Accelerated Reader lead.	Weekly via SLT meetings and Academy time reports. Termly via HOD and Praising Stars reports. Mid-term reviews in February 2020 and April 2020.

Consistent and effective implementation of the numeracy strategy across the curriculum.	Ensure pupils experience numeracy in a consistent way across all subjects and continue to utilise the expertise of the Maths Hub within Academy practice.	Current success of numeracy intervention programme and improved outcomes via Numeracy Ninjas, Numicon and Numeracy VMG. Need to share this across all HODS and to continue to raise the profile of literacy for all ages/stages.	Vice Principal Deep Support to direct Deeps post-holders (x2) on the numeracy action plan. Numeracy leads to provide training to other middle leaders about expectations from KS2 outcomes.	Vice Principal Deep Support Director of Maths Numeracy leads.	Fortnightly via Deeps team meetings. Termly via HOD and Praising Stars reports. Mid-term reviews in February 2020 and April 2020.
Increase the % of PP students accessing the EBACC subjects including MFL.	MFL action plan identifies this as a key area of development.	Importance of facilitating subjects on future destinations and outcomes. Broad and balanced curriculum for all. Director support. 1:1 and option maths classes in KS4 and 1:1 and small intervention groups in KS3 to increase life chances of basics.	Vice Principal for Deep Experience/HOD MFL to review PP uptake and engage in any interventions required to ensure this is at least 10% more than in 2018/19.	Vice Principal Deep Experience. HOD MFL	

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?
1:1 provision for students below Progress measure, specifically focussing On middle ability PP* this may change as cohort outcomes develop.	For outcomes for middle ability+disadvantaged students to be at least 0 for progress.	Results in 2019 showed this to be a key area for Academy Development.	Praising Stars analysis. Weekly RAG meetings and actions. SLT Learning Walks. SLT mentoring. Weekly Academy Time reports	Principal Vice Principal Deep Support	Weekly via SLT meetings and Academy time reports. Termly via HOD and Praising Stars reports. Mid-term reviews in February 2020 and April 2020.

Targeted support for students below ARE in Reading and Maths.	To continue to close the gap for these students and for predicted P8 scores to remain sig+	Importance of literacy and numeracy for life chances/basics measure in KS4. Need these skills to access the full curriculum.	Literacy and Numeracy Action Plans. Monthly reviews of AR/Numeracy interventions. LW to be undertaken with KS3 lead for English and Numeracy leads.	Vice Principal Deeps Support KS3 English Numeracy leads	Fortnightly via Deeps team meetings. Termly via HOD and Praising Stars reports. Mid-term reviews in February 2020 and April 2020.
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Total budgeted cost

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?
Mental Health and Wellbeing agenda.	To ensure the effective use of Ispace to engage and support students.	Students who are referred for this Wave 2 Intervention, are likely to have attendance issues and negative for Progress reducing likelihood of basics.	Ispace action plan Parental engagement Breakfast space sessions Assemblies Website Social Media	Ispace	Monthly at Deeps meeting
Careers intervention	To ensure all students, including PP, are not NEET and are offered impartial advice and guidance. To increase the proportion of PP students accessing Higher Level Apprenticeships or Level 3 courses. To ensure that students are engaged in Post 16 destinations and beyond Post 16.	Life chances for all and economic prosperity for students who are in deprivation. To give students access to the wider experiences and cultural capital needed to ensure these life chances.	Careers.inc		

Total budgeted cost