

Pupil Premium Strategy Statement Outwood Academy Foxhills 2019-2020

1. Summary information

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|-------------------------------|--------------------------|---|----------|---|---------|
| School | Outwood Academy Foxhills | | | | |
| Academic Year | 2019-20 | Total PP budget | £260,776 | Date of most recent PP Review | Sept 19 |
| Total number of pupils | 661 | Number of pupils eligible for PP | 233 | Date for next internal review of this strategy | Apr 20 |

2. Current attainment in Year 11 (2018-19)

| | Pupils eligible for PP | Pupils not eligible for PP | (National Average 2017) |
|--|------------------------|----------------------------|-------------------------|
| % achieving 5+ English & Maths (2018) | 34.5% (35.4%) | 55.6% (55.6%) | 49% |
| % achieving 4+ English & Maths (2018) | 48.3% (47.9%) | 72.2% (75.9%) | 71% |
| Progress 8 score average (2018) | -0.17 (-0.15) | +0.53 (+0.47) | 0.00 |
| Attainment 8 score average (2018) | 35.79 (35.28) | 50.47(44.30) | 49.0 |
| EBACC 5+ (2018) | 6.9% (3.4%) | 11.1% (0%) | 21.3 |

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

In-school 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. |
| 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. This remains a focus for the following academic year. Further work with core groups of students required and interventions have been implemented. |

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

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|-----------|---|
| D. | Raise parental engagement in attendance including those of EAL students |
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| 4. Desired outcomes (desired outcomes and how they will be measured) | | Success criteria |
|--|--|--|
| A. | Students improve their literacy skills during years 7 and 8 to enable them to achieve 5+ or better in English in Year 11 | Pupil's eligible for PP in Year 7 and 8 make more progress by the end of Year 11 than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using accelerated reader assessments and Praising Stars © English assessments in December, April and July |
| B. | Students improve their literacy skills during years 7 and 8 to enable them to achieve 5+ or better in English in Year 11 | Pupil's eligible for PP in Year 7 and 8 make more progress by the end of Year 11 than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using assessments and Praising Stars © English assessments in December, April and July |
| C. | Increased attendance for all students that are eligible for PP | Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from to 95% in line with the government benchmark |

Outwood Grange Academy

5. Planned expenditure update

Academic year

2019-20

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 and Learning | CPD on quality first teaching based on strategies that work with PP students | 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 to PP students | SLT will support and training will be provided by directors and SLT. Learning walks and observations will provide information on progress and identify any further issues that need to be addressed. | ERI / SSS | September | Students are currently being predicted 41.4% an increase of 10%. Staff are consistently delivering collaborative teaching strategies and AfL is predominant in lessons. |
| Impact of literacy Y7 & Y8 | Consistent use of Accelerated Reader in the classroom. | Accelerated Reader was shown to have a positive impact and has been used by the academy for 5 years. | SLT will check that AR is being implemented consistently on learning walks. The librarian and literacy coordinator will be tracking and monitoring the progress of students closely and the quizzes they complete. | DID/ CWH | September | AR is consistently being used in lessons as observed by SLT and Literacy leads. The first round of testing was completed in September and baseline data was sought. The next round of testing took place in January 2019. |

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|---|---|--|---|------------------------------|-------------------------------|---|
| Impact on numeracy Y7 & Y8 | Consistent use of Numeracy Ninja in VMGs. | Numeracy Ninja has proven to have a positive impact and has been used by the academy last Students complete their numeracy ninja during VMG time once per week. This reviews their numeracy skills to consolidate learning in maths mastery. | SLT will check that NN is being implemented and the numeracy lead monitors the recording of student progress. | ADN | September | NN is now being consistently used in VMG across the academy. Maths mastery is in place and embedded into the curriculum. 35% of Year 7s in 2017-18 were achieving a 5+ in Maths, 68.3% are now reaching age related expectations of 5+ in Maths |
| '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. | ERS / DSH / SCR/ HODs | Half termly | 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. VP Deep Support report on PP students each Praising Stars cycle to identify which students are not making the required progress |
| Impact on students in Y11 make the required progress within English | All students in Y11 to access intervention to support progress in English | This enables students to consolidate their learning and understanding further using director support, 121 and small groups work | Regular feedback to Principal and Vice Principal in RAG meetings | ERS / DSH / SCR/ HODs | Weekly | As above |
| Impact on students in Y9 to Y11 | Students to have access to Option Maths, English and Science as required | Students access extra support as required if they are not making the required progress in order to consolidate students' learning | Measured using PS reporting system and Y10 and Y11 is monitored via RAG Curriculum drives the need | ERS / DSH / SCR | Weekly and half termly | At weekly RAG meetings students not making enough progress can be switched option groups or moved out of subject time to increase option. Intervention continues throughout the year |

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 of Y7 & 8 literacy | Intervene with students using group work focussing on phonics, spellings, handwriting, literacy and numeracy as directed by Lucid | Students eligible for PP funding has access to further support. Small group work is identified as an appropriate tool to accelerate progress over a short time frame. The resources include Toe by | All students are assessed in Year 7 to identify which students need additional support; the interventions take place in PLC, bridge, Literacy support room or numeracy support room. A timetable of interventions is shared. | SWY/ DID | Half termly | All Year 7 have been lucid tested and baseline assessments were completed in September. KS2 data was also used to identify students requiring intervention. Interventions were identified and students access |
| PP students in Y11 have access to additional support to make required progress in maths and English | Students to have access to 121 support and director support alongside VMG sessions and option lessons. Students are targeted for after school intervention | Students receive individualised support are said to accelerate their progress at a greater rate than other students. | Weekly feedback in the RAG meeting Half termly feedback through praising stars | ERS / DSH / HODs | Weekly Half termly | PP students have increased their 5+ maths and English alongside their Progress 8 score since September. Maths 5+: PSI 33.3%, PS2 37.9%, PS3 41.4% English 5+: PSI 30%, PS2 41.4%, PS3 44.8% |

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 | EWO and Attendance Officer to target students who are eligible for PP funding and in danger of, or are PA already | Early intervention is proven to be important in avoiding PA | Weekly attendance report to DSH and Executive team. Interventions include report cards, attendance VMG, Attendance Governor meetings, Home visits, SLT meetings, Attendance contracts, FPNs and prosecutions | SWY, AJN, MPN | September 2019 | Cumulative attendance for PA students in 2016/17 was 90.9%, in 2017-18 it rose to 92.6% |
| Students make the required progress within individual subjects | All staff to provide quality enrichment and intervention for their subject areas. To enable students to make rapid and sustained improvements. | Afterschool work accelerates progress | A central tracking document tracks attendance to enrichment | MDS | September | A central tracker is in place for y11 students with a newly designed electronic logging system which will enable more efficient tracking to take place. Students are aware their attendance to enrichment is tracked and is used towards rewards. |
| Improve parental engagement and opinion | Implement information sharing to empower parents to work with the pupils and to maintain good | Parental engagement supports the pupils to achieve and empowers them to reach their potentials | Feedback sheets to be collated and checked after each event | SCR | September | There has been an increase in the amount of praise we have received from parents, this is positive feedback. There was an uptake in the numbers of pupils and parents attending Y11 |

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|---|--|--|--|--|--|
| relationships with the school. Parents are invited to share positives and concerns with the school | | | | | information evenings due to increased communication. |
| Total Budgeted Costs | | | | | Current spend at £349,091 |

6. Review of expenditure

| Previous Academic Year | 2018-19 | Total PP Budget | £230,764.79 |
|---|---|--|---|
| i. Quality of teaching for all | | Total PP Spent | £353,976.90 |
| Desired outcome | Chosen action / approach | 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) |
| Improved attainment across the curriculum | CPD, collaborative learning, quality first teaching, appropriate intervention | Progress measures for Y11 improved from their predictions at the end of Y10. Attainment 8 35.79 (32.82) Progress 8 -0.17 (-0.43) Basics 5+ 34.5% (17.1%) Basics 4+ 48.3% (37.1%) 5+ maths 34.5% (25.7%) 4+ maths 48.3% (40.0%) 5+ English 58.6% (22.9%) 4+ English 75.9% (65.7%) | The gaps need to continue to narrow between PP and non PP students. Although Progress 8 has increased from end of Y10 it needs to continue to move to at least positive. A focus must be maintained at all times of PP students |
| Improve Y7 and Y8 numeracy and literacy for PP students | Accelerated reader, numeracy ninja, maths mastery, lexia, phonics | Y8 PP students have a higher progress score than NPP students. The gaps are closing between attainment in both maths and English with an average 0.5% gap remaining for English and 3.5% for maths between PP and NPP. In Y7 the gaps were wider with an approximate 25% gap for English | There was a greater focus on the immediate interventions for students in Y8 than in Y7 in response to the previous years' analysis. There is now a greater emphasis on the quality teaching and intervention support in place for both year groups. |

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|---|--|---|---|
| Impact on students in Y11 make the required progress in English | Students had access to intervention and support | 76% of PP students passed English at 4+ compared to 89% of NPP this is a 13% gap; however this has reduced from a -22% gap compared to last year | Intervention must be a focus for all PP students ensuring they have access to all intervention packages |
| Impact on students in Y9 to Y11 | All students to have access to option English, maths and Science | There was a gap of -21.1% between PP and NPP students achieving 5+ basics in 18-19, this remains equivalent to the previous year and needs further work. 31% of PP students achieved Ebacc Science 5+ in 2018/19 compared to only 18.8% the previous year. | Progress has been made, interventions need to be monitored more closely and the comparison of like courses in Science assessed. |

ii. Targeted support

| Desired outcome | Chosen action / approach | 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) |
|---|--|---|--|
| Students in Y11 make the required progress in Maths and English | All PP students to have access to 121 tuition and intervention | Progress for PP students compared with their prediction at the end of year 10 have increased by 0.26. All measures have improved against Y10 predictions. There still needs to be further work to close the gaps and ensure students reach national average plus. | Interventions will continue next year but will be more closely monitored and fine-tuned. |

iii. Other approaches

| Desired outcome | Chosen action / approach | 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) |
|-------------------------------------|--|--|--|
| Improved attendance for PP students | A full time EWO is needed at the academy in order to ensure rapid response to decrease in attendance and increase in PA. | The success criteria was not met, this remains a focus for 2019-20. | Due to the increase in the number of PA students and the reduction in court availability there has been a decrease in attendance. There has also been an increase in the numbers of unauthorised holidays taken by students in this academic year. There will be an increase in interventions and implementation of a staged response. |

Outwood Academy Foxhills - Pupil Premium and Y7 Catch up / SEN fund Tracker 18-19

Academy Pupil Population

| Intervention | Whole School Expenditure | Year 7 Spend | Year 8 Spend | Year 9 Spend | Year 10 Spend | Year 11 Spend | Whole School Pupil Pre | 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 | Year Group | Number on Roll as of 31.10.18 | Number EVER6/LAC/Service |
|----------------------------|--------------------------|--------------|--------------|--------------|---------------|---------------|------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|------------|-------------------------------|--------------------------|
| Option Maths | | | | £ 6,489.00 | £ 6,489.00 | £ 6,489.00 | | | | £ 2,334.17 | £ 1,892.63 | £ 3,430.97 | Year 7 | 148 | 54 |
| Option English | | | | £ 6,489.00 | £ 6,489.00 | £ 6,489.00 | | | | £ 2,334.17 | £ 1,892.63 | £ 3,430.97 | Year 8 | 131 | 50 |
| Option Science | | | | | | £ 6,489.00 | | | | | | £ 3,430.97 | Year 9 | 139 | 50 |
| 100% Science | | | | | £ - | £ 12,978.00 | | | | | | £ 6,861.93 | Year 10 | 120 | 35 |
| 100% Maths | | | | £ 12,978.00 | £ 12,978.00 | £ 19,467.00 | | | | £ 4,668.35 | £ 3,785.25 | £ 10,292.90 | Year 11 | 87 | 46 |
| 100% English | | | | | £ 12,978.00 | £ 19,467.00 | | | | | £ 3,785.25 | £ 10,292.90 | Total | 625 | 235 |
| VMG Science | | | | | | £ 3,303.33 | | | | | | £ 1,746.59 | | | |
| VMG English | | | | | | £ 3,303.33 | | | | | | £ 1,746.59 | | | |
| VMG Maths | | | | | | £ 3,303.33 | | | | | | £ 1,746.59 | | | |
| 121 Tuition | £ 77,707.82 | | | | | | £ 29,218.14 | | | | | £ 41,086.89 | | | |
| Attendance Support | £ 37,976.00 | | | | | | £ 14,278.98 | | | | | | | | |
| Core TA's | £ 19,541.50 | | | | | | £ 7,347.60 | | | | | | | | |
| Director Support | £ 139,631.73 | | | | | | £ 52,501.53 | | | | | | | | |
| Inclusion Support | £ 56,262.50 | | | | | | £ 21,154.70 | | | | | | | | |
| Learning Managers | | £ 20,638.47 | £ 21,767.13 | £ 21,122.18 | £ 13,866.47 | £ 16,768.75 | | £ 7,530.25 | £ 8,308.07 | £ 7,597.91 | £ 4,044.39 | £ 8,866.24 | | | |
| Librarian/Resource Manager | £ 17,220.00 | | | | | | £ 6,474.72 | | | | | | | | |
| Accelerated Reader | | £ 781.38 | £ 824.12 | | | | | £ 285.10 | £ 314.55 | | | | | | |

| EFA Pupil Premium Income | | |
|--|--|---------------------|
| Sep 18 - Mar 19 | | £ 130,367.71 |
| based on 233 pupils @ £935 each | | |
| Apr 19 - Aug 19 | | £ 91,577.08 |
| based on 233 pupils @ £935 each | | |
| LA Pupil Premium | | £ 8,820.00 |
| Total Pupil Premium Income | | £ 230,764.79 |
| Total Pupil Premium Expenditure | | £ 353,976.90 |

Outwood Group

Destination Report 2018 Leavers – Activity Survey

Destination information October Checking Exercise for Pupil Premium Students

Number of students in year group

0

| RAG (BEFORE careers meeting) | | |
|------------------------------|----|--|
| 1 | 23 | Choices made, likely to have applied. |
| 2.1 | 18 | Place identified, needs help to apply. |
| 2.2 | 15 | Place identified, needs guidance. |
| 2.3 | 10 | Nowhere identified, needs help. |
| 3 | 20 | Needs urgent appointment. |

| RAG (AFTER careers meeting) | | |
|-----------------------------|----|---|
| 1 | 72 | Choices made, has applied for a place. |
| 2.1 | 6 | Place identified, may need help to apply. |
| 2.2 | 3 | Place identified, needs guidance. |
| 2.3 | 4 | Nowhere identified, needs help. |
| 3 | 4 | Needs urgent follow up. |

| Destinations | No. | % |
|--------------------------|-----|---------|
| School Sixth Form | 0 | #DIV/0! |
| FE College | 40 | #DIV/0! |
| Apprenticeship | 2 | #DIV/0! |
| Employment with Training | 0 | #DIV/0! |
| Sixth Form College | 39 | #DIV/0! |
| Employment | 0 | #DIV/0! |
| Other | 0 | #DIV/0! |
| NEET | 0 | #DIV/0! |
| Unknown | 0 | #DIV/0! |

Year 11 Destination Summary



PP Students in Year - October activity survey (actual destination)

42

| RAG | | |
|-----|----|---------------------------------|
| 1 | 27 | Positive destination confirmed |
| 2.1 | 0 | Positive destination identified |
| 2.2 | 0 | Destination(s) identified |
| 2.3 | 3 | No destination(s) identified |
| 3 | 12 | Potential NEET |

| Destinations | No. | % |
|--------------------------|-----|-------|
| Post 16 Centre | 0 | 0.00 |
| FE College | 33 | 78.57 |
| Apprenticeship | 1 | 2.38 |
| Employment with Training | 0 | 0.00 |
| Sixth Form College | 8 | 19.05 |
| Employment | 0 | 0.00 |
| Other | 0 | 0.00 |
| NEET | 0 | 0.00 |
| Unknown | 0 | 0.00 |