Outwood Grange Academies Trust

Supporting Disadvantaged Children

Summary

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Outwood Academies use the Pupil Premium funding to establish both a core staffing structure and curriculum model which enables them to implement the most impactful strategies for supporting disadvantaged pupils. The research from the Education Endowment Fund has been used to identify the core provision across all of our academies.

All academies have this provision in place and then also use the funding to identify more academy specific interventions and provision which aim to remove the specific barriers to learning that the academy has identified.

All academies are responsible for the accountability for the pupil premium spending the impact of which is measured by the outcomes of disadvantaged pupils. Academies publish their localised pupil premium strategy and its impact on their website as required by the Department for Education.

Barriers

Academies will identify the barriers to the achievement of disadvantaged children within their own local context; however, some common barriers have been identified across the Trust. The core staffing and curriculum provision aims to remove these:

The main barriers to educational achievement that our disadvantaged children face are:

- Attendance – lower than average attendance and poor punctuality has the potential to minimise the impact of regular high-quality teaching.

- Behaviour – behavioural issues within the classroom have the potential to disrupt the learning of the child and the peer group.

- Emotional & Social factors – some children experience complex home and school issues which have the potential to act as significant barriers to learning including extreme poverty.

- Limited parental engagement – for a number of reasons, parents may not engage as well with the school. This limits parental ability to support at home with activities such as homework and attendance.

- Low aspirations and a lack of self-confidence and belief.

Core Staffing Structure

An effective core support team with a focus on supporting disadvantaged children socially, emotionally and academically:

Role	Core responsibility
Learning Managers / Safeguarding and Attendance Officer	Safeguarding and Attendance officers works with home and school to ensure that regular attendance and punctuality does not become a barrier to learning. The officer works pro-actively with children, families and with the Educational Welfare Service on a range of initiatives and programmes to promote attendance. The Safeguarding Officer is a key liaison between the school, home and a range of agencies who support vulnerable families. This includes working with families who may be supported by an Early Help, Child in Need Plan or subject to a Child Protection Plan.
Vice Principal – Deep Support	Each of our academies has a named Vice Principal whose focus is to ensure that the academy's interventions are effective in supporting children to maximise their potential. The Vice Principal in each academy is part of the leadership team and has a significantly reduced teaching commitment to enable them to co-ordinate and deliver targeted support and intervention to those at risk of underachievement.
Educational Support Assistants	Educational Support Assistants provide crucial support to children during lesson time. We believe that children make greater progress as a result of instant feedback and support during lesson time. As a result, pupil premium funding is used to ensure that, where appropriate, classes have access to support assistants. In our primary academies this is the case for all English and Mathematics lessons in order to deliver our approaches to these curriculum areas. Additional targeted intervention and support also takes place outside of this lesson time. High levels of support are in place to ensure that children make the best possible progress as a result of quality first teaching.
Subject Directors	Our Directors are supernumerary teachers to the academy and often deliver educational achievement interventions. These teachers meet with the school on a regular basis (Achievement Meeting) to identify the learning needs of individuals; highlighting those at risk of underachievement and planning interventions accordingly.

Curriculum Strategies

Our curriculum model is built upon evidence based best practice, proven to have the most impact on outcomes for disadvantaged children. Pupil Premium funding contributes the resources and structures required to deliver this model across the curriculum:

Collaborative Learning	A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. All Outwood Academies use collaborative structures (where appropriate) to aid and support learning. Comprehensive training is delivered to all colleagues to ensure correct delivery of the structures that have been developed. Learners are grouped according to ability and regularly reviewed.	**EEF: +5 Months** Research shows that the impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains. Careful consideration is given to the seating of learners in classrooms.
Marking & Feedback	Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. The Trust's Feedback & Assessment policy has a renewed focus on the quality of feedback rather than the frequency.	**EEF + 8 Months** In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science. Research evidence about feedback, particularly AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.

Mastery Learning	Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.	**EEF +5 Months** The effects of mastery learning tend to cluster at two points; two of the meta-analyses show little or no impact, while the rest show an impact of up to six months' additional progress. This variation implies that making mastery learning work effectively is challenging. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring). It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction). Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.
Early Years Interventions	Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success. The research summarised here concentrates on the impact of 'packages' of early years' provision (known as multi-component programmes) rather than on individual early years interventions. Many	**EEF: +5 months** Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings

	of the researched programmes and approaches focus on disadvantaged children. Some also offer parental support.	
Homework	There is stronger evidence that it is helpful at secondary level but there is much less evidence of benefit at primary level. The quality of the task set appears to be more important than the quantity of work required from the pupil.	**EEF +5 months** The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work

Trust Wide Policy, Procedures and Practices

Consistent policies and procedures across the trust ensure that there is a focus on the achievement of disadvantaged children. The monitoring of pupil progress and identification of intervention is laser-like as a result of the trust's model of support.

RAG	All analysis is carried out with a focus on outcomes for disadvantaged children. Within all of our systems, disadvantaged children are identifiable. The 4xi model is applied to ensure that appropriate interventions are in place for any child at risk of underachievement.
Praising Stars Analysis	
Attendance Analysis	
Behaviour Analysis	

Localisation of the Trust Strategy

Whilst the Trust-wide strategy outlines the core provision in place for disadvantaged children, local academies are best placed to localise how this support is utilised to best impact on disadvantaged children.

Measuring Impact

On a termly basis measure the impact of our pupil premium provision using the following indicators:

- % of children meeting age related expectations
- % of children on track to meet their progress target for the end of the key stage
- % sessions attended
- % of children receiving consequences in our behaviour management system
- % of children showing effort E1-E3 in the last Praising Stars© reporting.

Academies will formally report on the impact of their pupil premium strategy using the trust template. This will be published on the academy website in line with the statutory requirements of the Department of Education.