

Pupil Premium Strategy Statement Outwood Danum 2020-2021

1. Summary information					
School	Outwood Academy Danum				
Academic Year	2020-21	Total PP budget	£388,685	Date of most recent PP Review	9/9/20
Total number of pupils	1011	Number of pupils eligible for PP	407	Date for next internal review of this strategy	09/04/21
2. Attainment in Year 11(2019-20)					
			Pupils eligible for PP	Pupils not eligible for PP (National Average 2017)	
% achieving 5+ English & Maths (2020)			35.%	50%	
% achieving 4+ English & Maths (2020)			52%	72%	
Progress 8 score average (2020)			-0.1	+0.13	
Attainment 8 score average (2020)			38.6	50.3	
EBACC 5+ (2020)			5%	21%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
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 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. Attendance for PP students dropped to 88.9% however this was due to the Pandemic. Work will continue to be a focus for this group.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	There is a need to raise parental engagement in students reading, learning and personal development.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>			Success criteria		

A.	Improved literacy skills at KS3 allowing students to achieve 70% grade 4+ or better in GCSE English in Year 11.	PP students in Year 7 and 8 make better progress by the end of the year than 'other' students. At least 50% of PP students exceed targets and 100% meet expected targets. This will be evidence by Accelerated Reader assessments, GL assessments measuring reading age and Praising Stars English assessments throughout the academic year.
B.	Improved numeracy skills during KS3 allowing students to achieve 65% 4+ or better in GCSE Maths in Year 11.	PP students in Year 7 and 8 make better progress by the end of the year than 'other' pupils so that at least 50% exceed targets and 100% meet expected targets. This will be evidenced through Year7/8 catch up intervention data assessments and Praising Stars Maths assessments throughout the academic year.
C.	Increased attendance for all PP students.	Reduce the number of PP students that have persistent absence to below 10%. Overall attendance for PP students improves from 88.9% to the government benchmark of 95%.
D.	Increase in the number of parents attending information evenings and parents' evenings.	Parental engagement improves and parents are knowledgeable about how to support their children at home, particularly with online learning. Ofsted Questionnaire shows that the majority of parents are happy with the academy and the education their child receives.

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5. Planned expenditure update

Academic year

2020-21

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
Positive impact on the quality of Teaching and Learning	CPD on teaching and learning strategies that work with PP students. Regular updates at L and P on strategies to support PP students in the classroom.	Outwood Academy Danum wants to offer high quality teaching to all PP students. Strategies such as AfL and weighted questioning have been shown to improve progress by 8+ months over a short period of time.	Training to be delivered through regular L and P training sessions. Learning walks will provide feedback and identify any further areas for development that need to be addressed.	LEV	Half Termly	
Impact on Literacy Year 7 and Year 8	Consistent use of Accelerated Reader in the classroom. Reciprocal reading used in all subject areas. Use of Rapid Plus and Lexia. Use of reading age data in planning lessons.	Accelerated Reader programme is widely used and is known to improve the reading ages of students by as much as 1 year 3 months in one year.	AAP and AP will be tracking and monitoring the progress of students closely and the quizzes they complete. SLT to check regularly that AR lessons are taking place. SY to monitor use of Reciprocal Reading.	MFL/HAR	Half Termly	

Impact on numeracy Year 7 and Year 8	To implement 1 to 1 sessions for students who are showing very limited progress.	We want to ensure that any student eligible for PP funding have access to 1 to 1 support. This is proven to accelerate progress of students over a shorter time frame +5 months	Key staff will identify students using base line assessments to implement support for students who are making very limited progress. A timetable of support will be implemented.	LEV/MFL	Half Termly	
Positive impact on students' progress in English and Maths in Year 11	All students in Year 11 have access to 100% English and Maths time option math and 1;1 tuition where appropriate as well as small group sessions.	Students are provided with additional English/Maths lessons within the curriculum in Year 11. This enables them to further consolidate their understanding.	Regular feedback to Principal and Vice Principal at the weekly RAG meetings.	JGA/DGY	Weekly	
Positive impact on students' progress in Year 11 within individual subject areas.	OGAT director support to be available to departments to ensure PP students make the required progress.	Guidance from subject directors has been known to improve progress.	Regular feedback to Principal and Vice Principal at the RAG meetings.	JGA/DGY	Weekly	
Positive impact on students' progress in Years 9 and 10	All students have access to Option English, Maths and Science where appropriate. Interventions planned to ensure that gaps in knowledge and skills are closed.	Outwood Academy Danum wants to provide additional support to students if they are not making the required progress. This allows them time to consolidate their knowledge	Option classes are provided through the curriculum and the impact is measured through Praising Stars.	MGR/MFL	Half termly for Years 9 and 10.	

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
Positive impact on Year 7 and Year 8 literacy and numeracy	Implement 1 to 1 literacy sessions for students that are making limited progress.	Outwood Academy Danum wants to ensure that all students that are eligible for PP funding have access to 1 to 1 support. 1 to 1 sessions are proven to accelerate student progress of students over a shorter period of time.	The DEEPS role responsible for Year 7 and 8 numeracy/Literacy catch up will identify students and implement support for students who are making limited progress.	LEV/MCL	Weekly	

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 to improve in all year groups for students eligible for PP funding	EWO and attendance officers to monitor attendance of PP students to ensure that they do not become PA. Targeted interventions to be provided by the attendance team including home visits, attendance monitoring through letters, attendance tutor group.	Intervening early and supporting students that are at risk of PA ensures that PP students have the best opportunity of making the same progress as their peers.	Weekly report at SLT on attendance on students that are PA or at risk of becoming PA with updates and discussion of interventions. Intervention will include home visits, parental meetings, meeting with SLT, attendance reports, EPN warning letters and EPNs.	DGY/EGA	Weekly	

<p>Student attendance to improve in all year groups for students eligible for PP funding</p>	<p>Implement a range of interventions to support students who are identified as PA.</p>	<p>Outwood Academy Danum wants all PP students to make the same progress as their peers. To ensure that this happens we will provide all students who are PA with access to interventions through the Bridge and PLC and attendance team. This practice has been proven to have impact with our vulnerable students who are quite often PA.</p>	<p>Weekly review of PP PA students and interventions being delivered to ensure impact. Planning of future interventions.</p>	<p>DGY/EGA</p>	<p>Weekly</p>	
<p>Students make required progress within individual subject areas.</p>	<p>Departments to provide quality enrichment and holiday revision sessions for their subjects to enable all students to make rapid progress.</p>	<p>Sutton Trust research shows that after school enrichment and holiday interventions accelerate progress by 5+ months.</p>	<p>Central tracking spreadsheet to identify the number of PP students accessing enrichment sessions.</p>	<p>R Tingle</p>	<p>Half Termly</p>	

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