

1. Summary Information					
School	Outwood Academy Redcar				
Academic Year	2017-18	Total PP budget	£278,279	Date of most recent PP review	September 19
Total number of pupils	489	Number of pupils eligible for PP	290	Date for next internal review of this strategy	September 20

2. Current attainment in Year 11		
	Pupils eligible for PP	Pupils not eligible for PP (National Average 2017)
% achieving 5+ English and Maths (2018)	38.8	63% (49%)
% achieving 4+ English and Maths (2018)	61.2	78.3% (71%)
Progress 8 score average (2018)	-0.23	+0.05 (0.00)
Attainment 8 score average (2018)	42.2	50.96 (49.0)

3. Barriers to future attainment (for pupils eligible for PP)	
<i>Academic Barriers (issues to be addressed in school)</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 for other students, which prevents them from making good progress
C	Low aspirations for a significant proportion of PP students arriving at the Academy, who do not believe their true potential.

Additional Barriers (issues which require action outside of school)

D	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.
E	Parental engagement is not always high; some PP parents do not take an active role within their child's education.

4. Intended Outcomes

	Specific outcomes	Success Criteria
A	High levels of progress in literacy for Key Stage 3 students.	<ul style="list-style-type: none"> Accelerated Reader shows improvements in literacy rates. Literacy VMG and intervention highlights a tailored package, focusing upon gaps in literacy skill. At least 50% of PP students are identified as 'achieving' by the KS3 Tracker.
B	High levels of progress in numeracy for Key Stage 3 students.	<ul style="list-style-type: none"> Numicon shows an improvement in numeracy rates. Times table Rockstars usage increases among PP students. Numeracy VMG and intervention highlights a tailored package, focusing upon gaps in literacy skill. At least 50% of PP students are identified as 'achieving' by the KS3 Tracker.
C	Raise aspirations for Key Stage Four students.	<ul style="list-style-type: none"> All KS4 students have a Careers Inc. appointment. Guided Pathways show an awareness of career options and routes to employment. Amount of students identified as NEETs reduced by September 2019.
D	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> Reduction of persistent absentees. Increasing attendance of all students compared to previous years. Reduce exclusions, in particular for PP students.
E	Increased engagement with parents of PP students.	<ul style="list-style-type: none"> Increased number of PP parents attending parents' evenings and Academy events (such as Pathways Evenings). Increased number of PP parents, of children with SEN needs, attending

school for termly reviews and EHCP meetings(where appropriate).

5. Planned expenditure

Academic year

2018-19

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?
<p>CPD program, focusing upon Quality First Teaching. Support provided to majority of subjects through Director Support.</p>	<p>Improved outcomes for all cohorts, specifically PP. Improved quality of teaching and learning. Greater</p>	<p>Guidance by DCFS (2008) and research by Hattie (2008) shows that quality first teaching has significant impact on all students. Through targeted professional development for all staff and a focus on collaborative learning (EEF, +5 months) we aim to raise the quality of teaching across school.</p>	<p>Assistant Principal as a Deep Learning lead with Associate Principal to oversee. Regular lesson observation and marking scrutiny to ensure implementation of CPD.</p>	<p>CMA</p>	<p>Jan 19, April 19 and July 19.</p>
<p>Utilisation of key resources such as: Hegarty maths Lexia</p>	<p>Focusing upon key areas of Maths/English to work on areas of weakness.</p>	<p>English and Maths deficits are likely to impact directly upon life chances.</p>	<p>Head of Department for Maths driving Hegarty through regular homework tracking and competitions. Lexia - ran through English Year 7/8 Literacy lessons and Intervention sessions.</p>	<p>JSM JHA / LTA</p>	<p>Jan 19, April 19 and July 19.</p>
<p>Director Support Staff CPD Time</p>				<p>£89,146.77 £3563.33</p>	

Hegarty Maths	£593.89
Lucid/Lexia	£1230.54
Total budgeted cost	£94,534.53

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?
<p>Numeracy target groups in Y7 and Y8 created using prior assessment data.</p> <p>Groups to meet during form time.</p> <p>Numicon intervention used to work 121 with targeted students.</p> <p>Numeracy Ninja and Timestable Rockstars utilised as supporting strategies.</p>	<p>Improved Numeracy in Year 7 and 8 for those students who are PP and entering the Academy below expected standard.</p>	<p>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</p> <p>Higher numeracy levels increase life chances.</p>	<p>A dedicated Numeracy co-ordinator (Second in Maths) in order to ensure implementation and quality.</p> <p>Numicon training for ALL TA colleagues and lead TA who will lead on the interventions.</p> <p>Dedicated room for interventions to allow ease of access of resources.</p> <p>All staff are to be informed of student achievements.</p> <p>Regular lesson observation of sessions.</p> <p>Deeps Leader overseeing the project.</p>	<p>KRO</p>	<p>Jan 19, April 19 and July 19.</p>

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<p>Literacy target groups in Y7 and Y8 created using prior assessment data. Groups to meet during form time.</p> <p>TA support in small groups focusing upon SPaG gaps and key areas of literacy issue.</p> <p>Lexia, Accelerated Reader and Toe by Toe utilised as supporting strategies.</p>	<p>Improved Literacy in Year 7 and 8 for those students who are PP and entering the Academy below expected standard.</p>	<p>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.</p> <p>Higher literacy levels increase life chances.</p>	<p>A dedicated accelerated reader lead to ensure implementation and quality. Librarians to oversee stock of books and word counts. All staff are to be informed of student achievements. Regular lesson observation of sessions.</p> <p>Deeps Leader overseeing the project.</p> <p>Targeted CPD for staff leading sessions.</p>	<p>NMA</p>	<p>Jan 19, April 19 and July 19.</p>
				<p>Accelerated Reader Library Staf VMG TA Literacy VMG TA Numeracy TA - Numicon</p>	<p>£1655.76 £12671.34 £1354.95 £1354.95 £2790.00</p>
				<p>Total budgeted cost</p>	<p>£19,827.00</p>
<p>iii. Other approaches</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Robust attendance interventions - ABM</p>	<p>Increase attendance at all levels, in particular that of PP student.</p>	<p>Attendance is a national barrier for Disadvantaged students and as such we</p>	<p>Weekly SLT report reviewing attendance.</p>	<p>SLk</p>	<p>Jan 19, April 19, July 19.</p>

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<p>meetings below 93%; ACC below 90%. Regular home visits and first day calls. Targeting of PP and SEND students in particular when not in the Academy, for intervention. Attendance prize draws, attendance leagues and VMG competitions to increase desire for increased attendance.</p>		<p>must track and intervene appropriately to ensure students are in school to learn.</p>	<p>Weekly Inclusion Meeting led by Inclusion Co-ordinator and attended by Vice Principal, attendance team and Learning Managers.</p>		
<p>Establishing a separate PLC and Bridge, in order to support vulnerable students. Introduction of The Hub as a strategy to support PP students and reduce exclusions. Introduction of Inclusion Administrator, in order to allow more time for pastoral staff to work with students.</p>	<p>More personalised support for a range of students. Increased attendance at school, as school is more accessible for all. Reduction in exclusion and increased levels of intervention.</p>	<p>The needs of students in a truly comprehensive school are diverse. The personalisation and small group focus of each new space will ensure that students receive more of the support they require.</p>	<p>Weekly Inclusion Meeting led by Inclusion Co-ordinator and attended by Vice Principal, Bridge, PLC and Hub Managers. Regular learning walks to check upon quality of experience and identify areas of development.</p>	<p>DHA</p>	<p>Jan 19, April 19, July 19.</p>

Increase the access to Careers service for KS4 students. Raise the profile of careers through VMG focus and wider social media / new website to be launched.	Students have a stronger sense of purpose and aspiration of where they 'want to go' and what they need to achieve to get there.	Students who have a goal are more likely to be focused within school and achieve their potential.	Associate Assistant Principal leading on careers in school.	SHA	Jan 19, April 19. July 19.
			Careers Support		£5455.06
			PLC, Bridge and Hub Support		£28,794.13
			Admin Support		£4706.85
			Total budgeted cost		£38,956.04

**Full budget for ALL expenses linked to Pupil Premium is available on the Academy website.*

6. Review of expenditure - Strategies utilised	
Academic year	2017-18

Intervention	Details
Option Maths	Additional three hours of maths teaching per week in place of an option subject. This is available to KS4 students who require this level of intervention.
OPtion English	Additional three hours of English teaching per week in place of an option subject. This is available to KS4 students who require this level of intervention
VMG Maths	Additional 20 minutes per day of maths teaching per week in place of their usual Vertical Mentoring Group. This is available to

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	Y11 students who require this level of intervention.
VMG English	Additional 20 minutes per day of English teaching per week in place of their usual Vertical Mentoring Group. This is available to Y11 students who require this level of intervention.
1:1 tuition	1:1 tutors are available for both maths and English. Heads of Department identify students who would benefit from some 1:1 tuition in their subject areas in order to secure progress. 1:1 tutors are able to tailor their intervention to individual students in order to fill any gaps in knowledge or to focus on any areas of weakness such as technical accuracy in English for examples.
Enrichment	The school day finishes at 2:30 however from 2:30 - 3:30 enrichment sessions are provided by teaching staff and support staff for any students who may be struggling and require more focused support from their teachers. As well as academic intervention, many enrichments also run to encourage students to develop interests in different areas such as sport or creative subjects. The availability of each session is determined by individual teachers.
Pastoral Support Staff	There are many members of staff who regularly monitor and intervene with students who are struggling in school either academically or on a pastoral level. The Vice Principal (Head of Deep Support), Inclusion Manager, 4 x Learning Managers, Consequences Manager, Attendance and Welfare staff and LRC staff all work to support students in a variety of different ways to ensure any barriers to learning are addressed and removed allowing students to make progress. This is available to all students.
Director Support	As OA Redcar is part of a family of schools, we are lucky enough to have staff employed directly by the Trust to call on for support. Directors play a big part in supporting department areas with the development and resources and interventions as well as by leading small group intervention or taking on some teaching in school. This is available to all students.
Careers Inc.	Careers advice is an important part of school in order to ensure we foster ambition in all students. We employ careers advisors through Careers Inc to meet with students to work out their post-16 plans as well as to support with applications and interview preparation. This is available to all students at lunchtimes or in enrichments. Y11 and Y10 students receive appointments during school time.
Pledges	It is important as a school that we work to develop 'the whole child' ensuring the experiences beyond the classroom. We do this through encouraging students to achieve Pledges whereby they have undertaken an activity either through school or outside of school hours which has given them the chance to learn something new or challenge themselves. Students are rewarded for achieving Pledges through badges which can be displayed on their blazers or through milestone rewards such as the Y8 Outwood Bound and the Y11 Prom. This is available to all students.

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Y8 Outwood Bound and Graduation	At the end of Y8, students who have demonstrated excellent effort levels in their studies are rewarded with a Graduation ceremony to celebrate their achievements so far and to ready them for KS4 study. Following Graduation, students are also invited to take part in a weekend residential Outwood Bound programme as a reward.
Uniform	All students are provided with a free uniform when they join the academy to ensure all students start school fully prepared. If families struggle financial, assistance is given in order to replace uniform as required.
Teaching Staff CPD	Teaching staff are at the forefront of what we do therefore ensuring high quality training is provided to update staff on new teaching and intervention strategies is vital to secure on-going progress.
Psychological Services and Specialist Teaching Service	Sometimes it may become apparent that a student has some difficulties in school which have not previously been identified therefore it may be necessary to call on support from external agencies such as the Psychological Service or the Specialist Teaching Service who can assess and make recommendations on how best to support individual students.
Revision and Exam Materials	Revision for exams can be daunting for students therefore we try to ensure they are as prepared as possible for their exams. Relevant revision guides and materials are provided by departments to support students in their revision at home
Vocab express	Vocab Express is a programme which students can access from home to expand on their vocabulary in MFL subject areas. We encourage the study of MFL for all students and Vocab Express can support both those students who find language acquisition challenging and those who excel in this areas and are looking to stretch and challenge themselves to achieve the very highest grades
Accelerated Reader	Accelerated Reader is a programme which is used with all KS3 students in school time. It focuses on reading comprehension skills whereby students read books from a level identified through STAR testing which challenges them just enough to improve their reading skills. A comprehension test is taken at the end of every book with the aim of students increasing the level of books they are reading as well their reading age
Lexia	Lexia is a programme designed to develop fundamental literacy skills. This is used with students in KS3 who have an identified specific learning difficulty relating to literacy.
The Link (Therapeutic services)	The focus of work with this agency is to remove barriers from students who are having ongoing issues, and aim to identify coping strategies. The focus can be: anger management; bereavement counselling; self-esteem; self-harm. Referrals to this service are made by Academy staff and students can access the support on school site during the school day.

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Times Table Rockstars	A program focusing upon the key mathematical skill of times tables. A tool used to consolidate and reinforce key skills.
Hegarty Maths	An online tool that can be accessed anywhere with internet access. Hegarty offers instructional videos, opportunities to apply skills and also tasks can be directly set by teachers both for homework and extension.

6. Review of expenditure - Impact of Strategies

Academic year	2017-18
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Below the table outlines the performance of students in 2018 examinations:

Criteria	National (2017)		Academy (2018 provisional)		PP
	Non PP	PP	Non PP	PP	Vs National
Grade 4+ in English/Maths	76.8%	51.1%	78.3%	58.8%	+7.7%
Grade 5+ in English/Maths	57.7%	31.4%	63.0%	37.4%	+6%
Progress Score	+0.11	-0.40	+0.05	-0.30	+0.10

Below the table outlines the comparison of performance of pupil premium students in 2017 /2018 examinations:

Criteria	Academy - 2017	Academy - 2018 (provisional)	Vs 2017
Grade 4+ in English/Maths	47.2%	58.8%	+11.6%

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Grade 5+ in English/Maths	32.1%	37.4%	+5.3%
Progress Score	+0.07	-0.30	-0.37