

1. Summary Information					
School	Outwood Academy Redcar				
Academic Year	2020-21	Total PP budget	£266, 335	Date of most recent PP review	December 20
Total number of pupils	494	Number of pupils eligible for PP	287	Date for next internal review of this strategy	September 21

Our school serves a significantly deprived area, with almost 60% of our cohort coming from a background of deprivation, which in turn, can lead to social disadvantage in regards to both life chances and outcomes within education. As such, disadvantaged students experience additional barriers to learning; we are focused upon ensuring that these barriers are removed and have structured a range of strategies to support our curriculum and pastoral system to target key issues such as low literacy, numeracy, behavioural concerns, mental well-being concerns as well as poor attendance.

We appreciate that good or better teaching makes a disproportionately positive impact on our disadvantaged cohort, therefore our application of the Pupil Premium funding is to enhance teaching in the first instance and tailor support to quickly eradicate other barriers students may face.

2. Current attainment in Year 11			
	Pupils eligible for PP	Pupils not eligible for PP	National Average 2020¹
% achieving 5+ English and Maths (2020)	39.5%	45.9%	61.5%
% achieving 4+ English and Maths (2020)	60.5%	81.1%	78.8%
Progress 8 score average (2020)	+0.18	+0.13	Not being published in 2020 0.00 in 2019

¹ "Key Stage 4 performance (revised)" DfE 13 Dec. 2020,
<https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2019-20#dataBlock-58f69d0a-c6c9-47e2-6d38-08d890b67a9c-charts>.
 Accessed 13/12/2020.

Attainment 8 score average (2020)	41.99	49.05	50.2
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3. Barriers to future attainment (for pupils eligible for PP)

Academic Barriers (issues to be addressed in school)

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.
D	Many students eligible for PP did not engage with online learning during the Covid-19 lockdown, missing learning which prevents them from making good progress.
E	There is an increasing proportion of EAL students entering the academy

Additional Barriers (issues which require action outside of school)

F	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.
G	Parental engagement within Academy events, such as parents' evenings and information evenings. (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 intervention highlights a tailored package, focusing upon gaps in literacy skills.

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B	High levels of progress in numeracy for Key Stage 3 students.	<ul style="list-style-type: none"> ● Sparx Maths shows an improvement in numeracy rates. ● Times table Rockstars usage increases among PP students. ● Numeracy intervention highlights a tailored package, focusing upon gaps in literacy skills.
C	Raise aspirations for Key Stage Four students.	<ul style="list-style-type: none"> ● All KS4 students have a Careers Inc. appointment - accessing online and virtual appointments where possible to support this. ● Guided Pathways show an awareness of career options and routes to employment. ● Amount of students identified as NEETs reduced by September 2020.
D	Increased attendance rates online for pupils who must isolate due to a confirmed case of Covid-19, or in the event of further extended periods of lockdown.	<ul style="list-style-type: none"> ● A personalised timetable is sent home and posted on social media to increase engagement with online learning. ● Reduce the missed learning gap so that this does not disadvantage students further. ● Provide electronic equipment for students who do not have access to online learning to ensure all students can learn from home. ● 121 support in school utilised to reduce any gaps from home learning - following return. ● CPD for staff, with the focus of improving the quality of engagement within lessons, to support work quantity and quality improvement online. ● Welfare calls home made regularly to liaise with and communicate with families to ensure improving attendance.
E	There is an increasing proportion of EAL students entering the academy	<ul style="list-style-type: none"> ● Additional Deeps role created for project, with the sole focus of supporting EAL students. ● 121 support from RJO (assigned EAL lead) to improve wellbeing and self-esteem. ● EAL intervention creates a tailored package, focusing on gaps in English language and literacy skills.
F	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.

		<ul style="list-style-type: none"> PP attendance increased from 88.64% in 18-19 to 89.33% in 19-20. PP persistent absence also fell by 5%.
G	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		2020-21		
Strategy: Raising Aspiration, Self-esteem and preparedness for work.				
Key Focus 1: Raising Aspiration: low aspiration prevents learners from aiming high and realising their potential.				
Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
Uniform Support	Addressing Financial Barrier	Supports our most disadvantaged families to provide school uniforms to ensure uniform is not used as a barrier. All year. Our uniform is extremely smart and promotes pride and self esteem in our students and school.	GSK/DHA	Standards of uniform are high. Raised the profile of our school community. Few issues with regards to uniform impact on access to class and learning.
Music Lessons	Extra Curricular Opportunities	Students can access music lessons through a variety of providers, these either compliment their BTEC studies or offer enrichment and cultural capital opportunities. Students in receipt of the Disadvantaged Pupil Premium have been financially supported in order for them to access these lessons.	CLI	Increased cultural capital for students with limited access. Improved outcomes and success at KS4 courses. Increased self-esteem and confidence.

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<p>Careers Advice Information and Guidance</p>	<p>Personalised Careers information working with parents and students has highest impact</p>	<p>A robust careers programme is offered through Careers inc to build aspiration in our students. This investment in excellent quality CE/IAG. Raising attainment, and supporting students to develop employability skills and increasing success post 16 and post 18 either in education or employment. This provision offered 1 to 1 'careers' interviews, drop in sessions for students who had questions, and support at academy events, to provide opportunity for parents also.</p>	<p>HDU / JTH</p>	<p>Increase in % of students accessing Post-16 qualifications, employment or training. Decreased in % NEET. Increased aspiration of students. Wider opportunity of relevant work related learning opportunities, linked to the Gatsby Benchmarks.</p>
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Key Focus 2: Ensuring attendance and punctuality: poor attendance impact upon learning, improving engagement with school improves outcomes.

Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
<p>Bridge/PLC on wheels</p>	<p>1:1 tuition is high impact for moderate to high cost. Improves attendance. Personalisation of education package offered. Reduction in exclusion. Tailored intervention.</p>	<p>Designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on an individual basis to reintegrate them back into mainstream lessons on a full time basis. A Bridge and PLC Manager support these students in addition to any designated TA support for each student.</p>	<p>DHA (I/C)/MWI/ HTI / JOL</p>	<p>Improved attendance. Reduction in exclusions, year on year. Gap between attendance of PP and Non-PP reduces. Reduction in C4s for students who have been intervened with.</p>
<p>LRC on wheels</p>	<p>1:1 and small group tuition is high impact for moderate to high cost. Improves attendance.</p>	<p>Designed to support students who are struggling readers. Staff work with vulnerable and EAL students on an individual and small group basis to build</p>	<p>MWI/THA</p>	<p>Improved literacy and confidence levels of EAL students, who in turn have more confidence in accessing the whole curriculum. Praising Stars data indicates progress in outcomes and predictions.</p>

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	<p>Reading interventions are offered.</p> <p>Reduction in exclusions.</p> <p>Tailored intervention.</p>	<p>reading skills so that they can access the learning in mainstream lessons.</p>		
<p>EWO, Attendance Officer supported by Attendance Administrator</p>	<p>Helps students get to school to learn</p>	<p>Oversees day to day attendance and monitoring our first day response and targeting PA students' attendance; looking for patterns in attendance/absenteeism and liaising with outside agencies in order to offer a holistic and systematic approach to improving our whole school attendance. Weekly data given to tutors and presented to students. Weekly tracking by students so they have ownership. Attendance competitions, leagues, prizes, drive by Deeps Leader with sole focus.</p>	<p>SLI/LKI</p>	<p>Increase in whole school attendance</p> <p>Reduction in number of students who are PA</p> <p>Improvement in Progress score and 4+ outcomes (Basics) as a result of improved attendance at school.</p> <p>Improved culture, where positive attendance is the norm.</p>
<p>Data Sharing and Consistent approach to attendance by all staff.</p>	<p>Collective responsibility for ensuring students are in the Academy.</p> <p>Establish clear links between the impact of absence upon success in later life.</p>	<p>All key data shared with form tutors on a regular basis, disadvantaged students and key performance indicators shared with evidenced based classroom interventions. Learning Managers and form tutors support with interventions at all levels. Successes shared and rewarded also, communication home and spot prizes for those with 100% attendance.</p>	<p>SLI / SAM</p> <p>Form Tutors</p> <p>LM</p>	

Key Focus 3: Student Well-being and resilience: emotional and physical well-being often present barriers to resilience, self-worth and in turn success.				
Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
Mental Well-being	Trust wide strategy to be implemented, keeping mental wellbeing as a key priority for all students. Social and emotional issues are a barrier to learning.	Qualified counsellors in school, so students have access to talk to professionals. Safeguarding officer appointed - to ensure concerns are acted upon swiftly. Mental Well-being First Aid training for key staff within the Academy. Academy is completing the Carnegie Mental Health Award to document the MVB steps it is taking. Issues of mental health are discussed as awareness' of the week in tutor time e.g. male mental health and Movember,	GSK / DHA / JCU	Staff are better equipped to deal with mental wellbeing concerns. Students are safe in the Academy and feel safe to talk to staff. Students know who they can approach and are signposted to relevant agencies.
Inclusion Team and Inclusion Support.	Ensure that the Academy is an inclusive place to attend, where appropriate support is give to those who need it, to access their education.	Reduce exclusions and raise expectations supporting the emotional development and social skills of young people to ensure any cycle of mis-behaviour is broken. As above: PLC, Bridge, LRC support. Staff training for Learning Manager and Inclusion Team, to ensure up to date with relevant practice. Inclusion Quality Mark application process in hand, to evidence our	GSK / DHA	New consequence system embedded across the academy, no C5's - reducing the time students are out of lessons. ACE program utilised to enhance expectations of all students. Students are in mainstream lessons for a higher percentage; the Bridge and PLC are solely targeted interventions spaces.

		<p>successes and identify areas to improve practice.</p> <p>Deep Support referral forms for staff to use to signpost the support required for young people (academic, SEND, pastoral, emotional etc)</p>	<p>Quicker assessment and signposting of issues with young people, leading to quicker referrals and accessing of appropriate external support.</p>
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Strategy: Raising Academic Readiness, Confidence and Engagement

Key Focus 4: Improving Numeracy and Literacy: Low standards of literacy and numeracy prevent learners accessing the curriculum and reduce life chances.

Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
<p>One to One academic Provision in Core Subject Areas / Academic VMG Provision in Core Subject Areas</p>	<p>Small group tuition and 121 tuition</p>	<p>Tutors work with predominantly year 11 students in Maths, English and Science. Students are given personalised timetables which allow for them to have intensive 1:2:1 or small group tutoring in areas of the curriculum they are struggling. Students work in small groups to ensure that this time is maximised. Tutors are specialists in their subject areas which allows for progression to be made. VMG time is also used in a similar manner in all three core subject areas. A specialist supports a small group during tutor time. This short but regular intervention helps to move student progress quickly.</p>	<p>JTH / HoD Maths / English / Sci.</p>	<p>Students gain confidence and self-esteem by working with a teacher who personalised the learning to necessary exam skills. The opportunity enables students to return to core lessons with a motivated perspective which enhances their progression.</p>

		<p>1:1 reading: Those students who require reading catch-up are offered reading on a 1:1 basis with the LRC manager using our LRC on wheels intervention. These sessions are designed to build up reading resilience and allow students to ask questions about vocabulary, language structure and comprehension they wouldn't normally have asked in a large group setting.</p> <p>Reciprocal reading: Those students who require comprehension and reading catch-up are offered reading on a small group scale. The sessions are facilitated by the LRC manager. These sessions are designed to build collaborative approaches to reading and help build confidence. Alongside this, students also develop vocabulary, comprehension and grammar understanding.</p>	MWI/THA	
<p>Improved Numeracy Skills in Y7 and Y8 and beyond.</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>Sparx Maths: Is a weekly numeracy quiz incorporating some multiplication and division, four operations and problem solving work tasks. Students access the tests in class once a week and then common misconceptions can be addressed. This became part of the positive routines for students in Y7 and Y8. Sparx Maths is also being used as a</p>	<p>Maths - SRO / JSM</p>	<p>Students' numeracy skills are improved and gaps are reduced. Improvement in timetables - through use of Rockstars - means that students can access lessons more effectively; improvement year on year for student outcomes in Maths at all levels. Hegarty used to target specific gaps identified by staff - result of this is an improvement in KS4 outcomes.</p>

		<p>competition across the Northern Academies to encourage homework for Maths in KS3.</p> <p>Hegarty Maths: Is a software used by the Academy to help students develop personalised maths skills outside of the classroom. Students are given their own log in information and independently access the software to develop skills identified by their classroom teachers. Work is assigned to students and they complete this as homework. It is also sometimes utilised in the classroom.</p> <p>Numicon: Uses the 'numicon' manipulatives (specially designed resources) to undertake targeted intervention on the aspects of fundamental maths as identified by a rigorous assessment. This will work with both Y7 students, alongside those who have had intervention and are now in Y8.</p> <p>Times Tables Rockstars: Purchased computer programme, used as a Numeracy intervention to actively engage students with their times tables.</p>	<p>SBA</p> <p>SRO/JSM</p>	
<p>Access Arrangements</p>	<p>Ensuring that no student is disadvantaged due to their need.</p>	<p>Internal testing for access arrangements to support learners both for internal and public tests.</p>	<p>MWI/DHA/ RGA</p>	<p>All AA published to teaching staff and put in place for formal exams, to ensure this becomes part of the normal way of working for students.</p>

				Staff survey to be completed for targeted students to understand how they work in lessons and what access arrangements are needed for exams.
Key Focus 5: Improving Examination Outcomes: diminishing the difference between disadvantaged and non-disadvantaged students. Supporting all students to invest time in order to be prepared for their examinations.				
Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
Enrichment and after school subject support and Holiday Revision Support	Students have the opportunity for smaller group learning and additional support for areas that they are struggling with. This also allows recaps of previous learning.	Departments run intervention classes weekly for targeted students in order for them to make the progress necessary to succeed.	HODs	All examination subjects provide academic enrichment, the programme is designed to support students attending more than one session. After school sessions run Monday, Wednesday-Friday to make the most of available time to support students.
Revision Materials	Students need to recover and recap previous learning. Greater home learning needs to take place.	All Y11 students will also be provided with revision materials to support focused home learning as well as supporting school revision sessions. Focused Tutor Time Revision - A different revision idea is encouraged each week so that students can trial different types of revision and find one that works for them. There is also the opportunity to create their own revision timetable. Revision Fest (Nov) - Year 11 provided with revision materials and the	AVA HLA - Y11 LM	Due to improved resourcing students are better prepared and confident for examinations, leading to improved KS4 outcomes. Increased attendance at enrichment. The number of students qualifying to attend Aspire Lounge increases term on term.

		<p>opportunity to discuss with Heads of Departments and their teachers.</p> <p>100 Days and Counting (Feb) - Year 11 revision evenings aimed at engaging with both parents and students, to increase home learning.</p> <p>Aspire Lounge - investment in the creation of a common room style area for Year 11. To be utilised as a reward space for students attending enrichments and displaying positive learning behaviours.</p>		
<p>Key Focus 6 Quality first teaching: teaching and learning is good or better, so that it can have a disproportionately positive impact upon our disadvantaged students.</p>				
Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
<p>Differentiation and supporting students to remove barriers to learning.</p>	<p>Focus of L&P is about improving pedagogical practice of colleagues to impact routine practice.</p>	<p>Sessions focused upon differentiation, sharing of excellent practice.</p> <p>MWI to share a weekly bulletin, identifying specific students and/or specific barriers with targets for the week, with staff.</p> <p>L&P calendar to be adapted to address areas of relative weakness as identified from learning reflections and lesson observations.</p>	<p>MWI/CWR</p>	<p>Quality of teaching continues to improve. Quality of outcomes for students improve as a result. Students' learning needs are met and barriers to learning are removed.</p>

Marking and Feedback	Effective feedback: High impact for low cost,	<p>The Marking Feedback policy needs to be revisited, now this has been embedded into practice, in order to refine and hone skills of all staff, so that marking is more effective and timely. Learning Reflections are in place each half term where HODs and Directors assess the quality of Marking and Feedback against the policy requirements. SRT (Student response time) is given higher priority and importance to ensure student engagement with the process.</p> <p>AME to continue to share marking token work during L&P sessions.</p> <p>A teach meet to be delivered once a term to allow staff to share good practice relating to marking and feedback.</p>	AME / CWR	Teacher reflections highlight an improvement in the quality of marking, in relation to the policy. All teachers complete regular Learning Reflections in line with trust policy and online survey responses to Marking and Feedback. Setting targets and adjusting practice where necessary.
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Key Focus 7: Pastoral Support Strategies: High expectations are central to raising standards and supporting the belief that all students can achieve.

Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
Learning Manager Provision		Each year group has a designated Learning Manager who is a non teaching member of staff. Their role is to track and effectively intervene in all pastoral	GSK and LM team	Each Praising Cycle Learning Managers present up to date detail on each student in their care through their Learning Managers reports. These are presented to SLT in a formal meeting. The

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		and progress areas. They work with the Attendance team to support positive and improving attendance and the SLT and Inclusions teams to challenge underachievement and support changes in behaviour. They are instrumental in supporting students with SEMH and communicate with parent/carers daily with regards to student welfare.		data shared earlier about Attendance and Progress also shows positive impact of this role. Many aspects of the role are difficult to quantify but are captured in positive relationships with students which each Learning Manager strives for every day.
Rewards and Praise Culture	Praise culture and culture where doing well is encouraged to be fostered.	Regular praise rewards for: Attendance, Praise Points, Beautiful Books, Staff Star, Graduation, Super swirls, , Aspire Lounge for Y11 attendance at Enrichment. Academy wide praise league to show praise points, star of the lesson and random act of kindness. Competition for year groups and tutor groups. Skidmore TV focusing on awards for attendance and ACE awards.	JMF	Culture of positivity to be established and encourage an ethos of hard work. As a result the day to day culture of the Academy improves, evidence by: <ul style="list-style-type: none"> • Reduction in C4s • Increasing rates of praise points • Increase in number of E1-3 awarded in Praising Stars.

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

6a. Review of expenditure - Strategies utilised			
Academic Year	2019-20	Total PP budget	£266,335.55
Total number of pupils	494	Number of pupils eligible for PP	287

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
Tutor Time Maths	Additional 20 minutes per day of maths teaching per week in place of their usual Tutor Group. This is available to Y11 students who require this level of intervention.
Tutor Time English	Additional 20 minutes per day of English teaching per week in place of their usual Tutor 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 example.
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, 5 x Learning Managers, Consequences Manager, Attendance and Welfare staff, HUB, Bridge 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.

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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 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. (Note: due to the pandemic, residential and Prom did not occur, however, throughout the year these were still used as strategies to engage prior to the pandemic.)
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 financially, assistance is given in order to replace uniforms 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. There is an L&P schedule created for every half term with different CPD opportunities both internally and externally.
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. We have created a Revision Fest to celebrate revising and to ensure that all students are provided with revision materials. There are also weekly sessions during Year 11 Tutor Time designated to revising or understanding a revision technique.
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 these 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 PowerUp	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. This is then carried on in KS4 to support students if necessary.
1:1 reading	This is designed to remove barriers from students who are having difficulty accessing the learning through reading. Ran by the LRC manager, this intervention is built around giving students the key tools to decode words and develop reading resilience in a supportive way which helps build self-esteem and confidence.
Reciprocal reading	Similar to 1:1 reading only on a small group scale. This is facilitated by the LRC manager and students have a chance to take ownership of their own reading. It is a collaborative approach to embed comprehension strategies alongside more specific decoding practice.
Kate Hillyard Aspire to Believe	The focus of this work 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.
Times Table Rockstars	A program focusing upon the key mathematical skill of times tables. A tool used to consolidate and reinforce key skills.
Numicon	A numeracy strategy using specific tools to help build understanding and confidence in using numbers. Staff trained in using this intervention delivered to students either 1:1 or in small groups to develop their skills with using numbers and applying it to whole school and real life situations..
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.
The PLC and Bridge	Two separate support areas in the Academy in order to engage students with learning and school, irrespective of their barriers.

6b. Review of expenditure - Impact of Strategies

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Academic year	2019-20
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GCSE Outcomes 2020:

Results for the Academy as a whole increased in 2020, with the progress score for the Academy increasing. The difference between PP and Non-PP outcomes in 2020 decreased, in comparison to 2019. This is based on teacher assessed grades which were agreed through the examining body and Ofqual.

	Pupils eligible for PP	Pupils not eligible for PP	Difference (Internal)	National Average 2020²
% achieving 5+ English and Maths (2020)	39.5%	45.9%	-6.4%	61.5%
% achieving 4+ English and Maths (2020)	60.5%	81.1%	-20.6%	78.8%
Progress 8 score average (2020)	+0.18	+0.13	+0.05	Not being published in 2020 0.00 in 2019
Attainment 8 score average (2020)	41.99	49.05	-7.06	50.2

Year 7 Catch Up:

7a. Year 7 Catch Up - Review	
Academic year	2019-20

² "Key Stage 4 performance (revised)" DfE 13 Dec. 2020, <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2019-20#dataBlock-58f69d0a-c6c9-47e2-6d38-08d890b67a9c-charts>. Accessed 13/12/2020.

Data for the Academic year of 2019-2020 has been interrupted due to a National Lockdown because of COVID-19. What you see below is the data captured after school has returned and is taken from the second data cycle. Lockdown began in March 2020 and ended September 2020. In order to help bridge the gap upon return, the catch-up cohort have been given interventions from September 2020 until December 2020 alongside that of the new year 7 cohort.

The impact of the work in English lessons, the additional literacy sessions and literacy based interventions can be seen below with over half of the students who were working behind expected standard, now being on track and only 3 students ‘Emerging.’

It is clear that the impact in Maths, with the Maths lessons and numeracy based interventions has not been as significant as that in literacy. However, there are 7 students now working at the expected standard with only 2 students ‘Emerging’.

Subject	No. of eligible students	No. ‘on track’ and Achieving	No. DEVELOPING	No. EMERGING
English	28	19	6	3
Maths	17	7	8	2

7b. Year 7 Catch Up Planned expenditure

Academic year	2020-21
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Barrier being Addressed	Supporting Statement for Strategy	Outline of Initiative	Staff Lead	Impact
Improved Literacy Skills in Y7	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	Accelerated Reader: Is offered to all students in Y7 and Y8 and targeted students in Y9 Students access the package through their English lessons and depending on need further support during curriculum adjustment time. The program identifies suitable reading books	English - AME / LTA	Students’ literacy rate improves and gaps are reduced.

		<p>comprehension they wouldn't normally have asked in a large group setting.</p> <p>Reciprocal reading: Those students who require comprehension and reading catch-up are offered reading on a small group scale. The sessions are facilitated by the LRC manager. These sessions are designed to build collaborative approaches to reading and help build confidence. Alongside this, students also develop vocabulary, comprehension and grammar understanding.</p> <p>PLC on wheels: A provision designed to give students bespoke interventions time where lessons can be catered based on need.</p> <p>Lockdown specific interventions: In order to help support students with their literacy during a period of time when they were accessing learning remotely, several Google classrooms were created. Help desk classrooms were created for year 7s where they could access help from the SENDCO; an LRC classroom was created where they could access reading help and speak to an expert in reading strategies.</p>	MWI/THA	
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Outwood Academy Redcar
Pupil Premium Strategy - 20-21



		Times Tables Rockstars: Purchased computer programme, used as a Numeracy intervention to actively engage students with their times tables.	SRO/JSM	
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