

### How is Pupil Premium Spent at Outwood Academy Ormesby to Ameliorate Barriers to Learning 2015-16

Our school serves a catchment which experiences significant social disadvantage. We recognise that this results in our students experiencing additional barriers to their learning. We are working to ameliorate these barriers for our students and have structured our curriculum, pastoral system and staffing to target key barriers such as low literacy and numeracy, behaviour, inclusion, emotional well-being, cultural and educational opportunity, health and well being. We recognize that good or better teaching has a disproportionately positive impact on our disadvantaged cohort. Our pupil premium funding is deployed to target these barriers and raise the quality of our provision.

Barrier Being Addressed	Sutton Trust Summary	Whom	Outline of Initiative	Impact by end of academic year 2016
Raising the profile of Pupil Premium	N/A	RTH	Senior Leader leading on pupil premium and targeting barriers to learning that disadvantaged students may experience	All SDP KPIS relating to PP met
Deeps Leadership	N/A	LJA	Ensuring leadership opportunities are distributed to tackle barriers to learning are offered through one year Deeps posts for Teachers and support staff. This helps raise the profile of PP related issues and keep talented staff in school	Each project posts brief is met
<b>Strategy: Raising Aspiration, Self-esteem and Preparedness for Work</b>				
<b>Key focus 1: Raising Aspiration: low aspiration prevents learners aiming high and taking risks in learning necessary to succeed</b>				
Uniform Support	Limited evidence from Sutton Trust	LAM	Supports our most disadvantaged families to provide school uniform 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.	Standards of uniform are high. Raised profile of our school in community. >10% increase in Y7 roll Uniform subsidized by 50% reduction in students with no PE kit
Field Centre, Residential trips and visits	No Sutton Trust research base	KLA	We are very fortunate to have an outdoor residential field centre based in the Durham Dales. This facility enables our students to access free residential visits, leadership and revision programmes. It offers outdoor education activities provided to support and develop their interest in the wider world and develop of social skills and wellbeing. We provide a programme of visits to theatre, sporting events and link these to our Trust Pledges System.	April 2015 9 GCSE PE students attended a weekend residential trip to the field centre to learn how to kayak and be assessed. 5 students achieved scores which were good enough to be used as one of their four activities. Impact of this one intervention improved overall GCSE score by up to 4% of full GCSE grade. Students also benefitted physically, socially and mentally from the experience as it was a new challenge to them which heightened confidence in their behaviour. Additionally, revision work was also completed during residential which aided exam technique.
CE/IAG	Individualised instruction: Low impact for low cost,	ERI	A robust careers programme is offered through Careers inc and PEP days to build aspiration in our students. This investment in excellent quality CE/IAG. Raising attainment,	Careers evaluated as at least good in student voice survey and >98%

	based on moderate evidence. +2 months		and supporting students to develop employability skills and increasing success post 16 either in education or employment.	students at risk of being NEET are in training or education by September 2015 September Guarantee data showed that only 1 PP student did not have a placed destination.
<b>Key Focus 2: Ensuring Attendance and Punctuality: poor attendance attitudes affect learning, improving engagement with families and reinforcing and role modeling work place skills to students</b>				
<b>Bridge and PLC</b>	Limited evidence but students cannot learn if not in school and 1:1 tuition is high impact for moderate to high cost	KPR/ CDI	Designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on individual basis in to reintegrate them back into mainstream lessons on a full time basis. 3 TA's support these students lessons as well as working with them to overcome barriers which in turn affect their attendance at school. We provide part time alternative education provision for some of these students through local providers.	Attendance KPIs in SDP were met 90 Students accessed Bridge on a full referral for medium term support 240 Students accessed the Bridge on a drop-in referral basis(ranging from 1 lesson to 1 day spent in bridge - short term) 69 Bridge interventions completed (36 C6 Behaviour Interventions, 4 literacy/numeracy interventions, 9 new starter inductions, 20 managed move inductions) 64 referred students accessing Bridge for unstructured times. 112 students not referred but accessing bridge with peers who have been referred during unstructured times.
<b>EWO, Attendance Officer supported by Attendance Administrator</b>	Limited evidence but students cannot learn if not in school	KPR	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.	Attendance KPIs in SIP are met Attendance trigger systems in place Senior EWO and new attendance team in place Significantly we have highest number of fixed term penalties and court action in the LA because our processes robustly address attendance. We are working to reverse previously held culture of attendance malpractice. This continues to be a key drive all figures show positive trends of improvement from a very low base Attendance 2015/16 90% PA 225 students 30.9%

<b>Key Focus 3: Student Well-being &amp; Resilience: Emotional and physical well-being often presents as a barrier to learning affecting self-worth , resilience and preparedness to learn</b>				
School Holiday support sessions	Moderate impact for moderate cost based on moderate evidence.+2 months	AHO LHA	Revision provided in February, Easter and May Half-Term Holidays.	Core subjects were able to target specific students which positively impacted results. Year 11 students accessed these. Options subjects also ran sessions that were attended by both Year 11 and Year 10 students. 93 hours of sessions were attended in total over these half terms.
Breakfast Club	Limited evidence	LHA	In order to promote health and wellbeing we run a breakfast club, which offers an excellent selection of healthy and nutritious options to our students in order to set them up well for the day. Additionally Y11 are given breakfast before exams.	Breakfast club continues to grow and currently has >200 students accessing it on a daily basis, on some days numbers reach up 300. Next year we will also offer Breakfast tutoring for Y10 &11
Cashless catering system	N/A	LAM	Paper FSM lists are removed and FSM cohort is no longer identified at payment registers to increase equity.	Student voice is >90% positive about the implementation
Deep for Student Voice, Enrichment, EHWB and CEIAG	Social & emotional learning: Moderate impact very low cost, based on extensive evidence.	LHA	These role oversees careers, health and well being, internal and external mentoring programmes, coordinates progress and revision clubs, trips and visits, uniform supplies etc	A Student Voice team was elected from a vote from all students in the school. Satellite groups with various initiatives ran throughout the year until the final half-term. This will be replicated in the year 2015-16.
Life Coach	Social and emotional learning: Moderate impact for very low cost, based on extensive evidence.	KPR	Qualified counselors/ coaches to provide coaching for vulnerable and disengaged students enabling them to develop proactive ways to overcome barriers they experience. Our life coaches work and train our pastoral and inclusion team, covers self-worth and working on strengths, active listening etc.	The counsellor worked with > 179 students (25% of roll) over the academic year. This may have been as an emergency, one off or regular appointment.
School Nurse	No Sutton <i>Trust research base</i>	MQU	We engage in the school nurse service. Run appointments, immunisations, health and wellbeing; provides information and support to many of our students and sex education signposting advice and clinics to signpost students to local health services.	Immunisation take up is high and teenage pregnancy reduced. Students have been provided with various signposting advice for local health clinics and sex education.
<b>Strategy: Raising Academic Readiness, Confidence and Engagement</b>				
<b>Key Focus 4: Improving Numeracy and Literacy: Low standards of literacy and numeracy prevent learner accessing the curriculum and hinder readiness for the workplace</b>				
Senior TAs in Maths and English for small group	Small group tuition: Moderate impact for moderate cost,	KBR PBA	Support targeted students in lessons and through specific intervention catch up programmes through SEND based withdrawal. To facilitate before and after school catch	The proportion of SEND students attaining A*-C in maths increased by

intervention and in class support:	based on limited evidence. + 4 Months		up provision.	more than 5 times it's starting point from end of year 10 to end of year 11 (4.5% to 30.2%). The proportion of SEND students that made expected progress increased over 15 times its starting point from the end of year 10 to the end of year 11 (2.3% to 37.2%). Both increases are far greater than those made by non SEND students due to the interventions in place.
9x 1 to 1 tutors 3 in each core subject	Small group tuition: Moderate impact for moderate cost, based on limited evidence. + 4 Months	SGR	Tutors work with predominantly year 11 students in Maths, English and Science. Students are given personalized timetables which allow for them to have intensive 1:2:1 tutoring in areas of the curriculum they are struggling. Students work in small groups to ensure that this time is maximised. Tutors are specialist in their subject areas which allows for progression to be made.	Increase in A*-C numbers in these core areas. 74% of Students who accessed 1:2:1 in Maths achieved a C or above in this subject. Students gained confidence and self-esteem by working with a teacher who personalised the learning to necessary exam skills. The opportunity enabled students to return to core lessons with a motivated perspective which enhances their progression.
Reading programmes	Phonics programmes: Moderate impact for very low cost, based on extensive evidence. + 4 Months	LHA GHO JHO	Accelerated Reader and Lexia. The aim being that students can access the curriculum more effectively through improved language development. Y7 will be introduced first with it being rolled out to the whole of KS3 in stages. We will have Y7-9 all engaged by Jan 2016. The LRC has been restocked encouraging students of all ages and abilities to read for pleasure. This will complement the tutor time reading initiative we will also be introducing.	Results for last year-reading progress Y8 # Average: + 9 Months # Y8 (now 9) # Average: + 8 months # Y9 now 10 # Average: + 1 year # Lexia Reading Group # Average: +2 years 6 months #
Additional books in library for AR programme	No Sutton KK Trust research base	LHA ANO	Accessible reading material for lower ability students.	Approx. £4000 was invested in AR books in 15/16. Lower RA books (AR levels 3.9 and below) accounted for roughly half of this spend. So far in 15/16 over £500 has been invested in new non-fiction books, focusing on accessibility for students with lower RA. This stock has been incorporated into a reorganized NF

				section which is used more during social time to aid with homework.
Librarian x 2 Also deliver the OAO reading programme on sound training	No Sutton Trust research base	LHA ANO	Poor levels of reading are a key barrier to learning for our disadvantaged students the library and the work it can do to encourage and promote reading is key. We employ two librarians who lead our Accelerated Reader Programme, morning and break time reading sessions. They supply reading materials and research materials to our breakfast club staff and teachers.	Accelerated Reader reading ages for PP students showed the following improvements in 15/16: Y7 Average RA +8 months, NC Reading level + from 3b to 4c. Y8 average RA + 9 months. Y7 PP students read 18,422,285 words in 15/16 and Y8 PP students read 17,673,708 words in 15/16. Loans increased from 2013/14 <80 loans to 3339 in 14/15 to 8878 in 15/16. First Sound Training groups in 15/16 showed improvement of between 3 and 39 months in the ST reading age scale.
OGAT Subject Director deployment in core, PA, MFL and humanities	No Sutton Trust research base	LJA	Provide expertise and shared practice. Supports gap analysis and standardization.	Continued development of the maths department. Developing teaching and learning in maths supporting the faculty to bring outcomes in line with English.
Specialist Language teacher 0.5	Moderate impact for low cost based on extensive evidence + 5 months	DWE	Internal testing for access arrangements to support learners both for internal and public tests	Access arrangements for students are well managed and JCO inspector visit in June 2016 deemed them exemplary especially as we ensure this is students normal way of working
<b>Key Focus 5: Improving Examination Results: narrowing the gap by supporting all students to prepare and invest time in their examinations</b>				
Senior Maths and English TAs	Very low or no impact for high cost, based on limited evidence. 0 Months	KBR ARI	To address the maths & English FSM expected progress gap by adding capacity to the departments to enable teachers to deliver specialised intervention.	55% of PP students made expected progress in mathematics compared to 79% of non PP students.
Enrichment and after school subject support and Holiday Revision Support	Moderate impact for moderate cost +2 months	AHO	Departments run intervention classes weekly for targeted students in order for them to make the progress necessary to succeed. From January 2015 we will run an extensive study support programme after school, at weekends and during the holiday periods to provide extensive support to students in Y11.	All Y11 students attend at least 1 holiday revision day and 25 progress club sessions
Revision Materials	No Sutton Trust research base	AHO	All Y11 students will also be provided with revision materials to support focussed home learning as well as supporting school revision sessions.	Revision material for all subjects including USB resources, books etc. were provided. Y11 results were the best the school has ever attained.
<b>Key Focus 6: Extending Curriculum Opportunities: widening experience for our disadvantaged cohort is essential to overcome their cultural, social and economic barriers</b>				
Curriculum design	Flexible groupings support disadvantaged students low	AHO	Redesigned our curriculum and staffing to strengthen subject specialism and to remove banding to allow greater flexibility in setting and to have mixed ability setting in linear	Curriculum is deemed fit for purpose

	cost moderate impact		blocks for foundation subjects.	
*Cultural Arts curriculum	Arts participation Moderate impact for moderate cost based on moderate evidence. +2 months	LJA	Introduced a strong arts (drama, dance & music), PE and outdoor education element into the curriculum provision this is important as we believe it strengthens the cultural element of schooling which develops self-esteem and personal resilience and commitment.	Take up of arts subjects increases 15% by 2015
*PE and Outdoor Education provision	Sports participation & outdoor adventure learning: Moderate impact for moderate cost based on moderate evidence.+2 months	LJA	PE and outdoor education element into the curriculum provision this is important as we believe develops well-being, self-esteem and personal resilience and commitment. Includes a Director of this area.	PE provision is deemed at least good by December 2015. Pupils now enjoy PE and very few incidents of no Kit.
<b>Key Focus 7: Teaching and Learning: key to narrowing the gap as good or better teaching has a disproportionately positive impact on disadvantaged students and talent needs to be retained</b>				
Teaching database	No Sutton Trust Research	AHO	The quality of teaching has a disproportionately positive impact on disadvantaged students. This monitors teaching quality overtime and supports staff to develop their practice.	No inadequate teaching by July 2016
PIN Marking	Effective feedback: High impact for low cost, based on moderate evidence. + 8 Months	AHO	This allocates departments additional work scrutiny, assessment & professional development time by assigning any under-allocation a class code so that they can be deployed within the department to support this for self and colleagues. This part of our 'Effective Feedback' T&L reflective work linked to feedback in a more general sense and teaching development model. This protocol is now used throughout school.	Teacher compliant with policy, student response dedicated as an important teaching routine. Students interested in their work
Survey Monkey	Effective feedback: High impact for low cost, based on moderate evidence.+ 8 Months	AHO	This enables us to take regular feedback through surveys from both staff and students.	Student and staff voice is well considered and drives school improvement agenda.
Partnership with other Trust schools and our primary feeders	High impact for low cost	LJA/AHO	Encouraging staff to be reflective and evaluative. Supporting them too be outward looking and seek out excellent practice in teaching and closing the gap. Engaging with our outstanding primary feeder schools to understand what KS2 learning	All departments have been externally reviewed and have a clear action for improvement with strong intervention and impact
*Leadership Training: TML, NPQML and SENCO, Level 3 CP and Prevent etc	No Sutton Trust Research	AHO/LJA	Ensuring staff are offered opportunities to develop their leadership. This helps keep talent in our school.	5 staff on national leadership programmes
<b>Strategy: Improving personal responsibility for actions and attitude</b>				
<b>Key Focus 8: Pastoral Support Strategies: High expectations are central to raising standards and supporting the belief that all regardless of background can achieve</b>				
Inclusion Support –	Behaviour Interventions:	KPR	Reduce exclusions and raise expectations supporting the emotional development ad social	Behaviour KPIs are met

Bridge and PLC	Moderate impact for very high cost, based on extensive evidence. + 4 Months		skills of young people to ensure any cycle of mis-behaviour is broken.	New consequence system embedded across the academy All staff trained in the new consequence system 36 C6 Behaviour interventions completed by identified at risk students in Bridge/PLC. 20 Managed move inductions completed in Bridge/PL C.
Rewards	No Sutton Trust Research	KPR LHA	Pledges badges, attendance lunch vouchers, Accelerated reader prizes, Y8 Graduation event, Student Voice Inauguration event, Y11 after school subject support pizzas etc.	Improved attendance overall. A VMG group was awarded vouchers every week for best attendance. Year 8 graduation event a success. 4 students were part of the Student Voice panel. Over 125 students were part of satellite groups that ran throughout the year.
<i>Total</i>	<ul style="list-style-type: none"> <li><i>Please see PPG Tracker which details financial allocation of PPG. Total does not include the teaching staff posts, designated class codes for timetable allocation or CPD which is covered through other budgets but are still structured to impact on closing the gap.</i></li> </ul>			