PUPIL PREMIUM STRATEGY STATEMENT

2021 – 2024 Three Year Strategy

Contents

Overview

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Ousedale School
Number of pupils in school	2204
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2021 – July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andy Burton – Headteacher
Pupil premium lead	Paul McFadden – Senior Deputy Headteacher
Governor lead	Kim Millican

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,910
Recovery premium funding allocation this academic year	£61,548
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£264,458

Cohort Profile Overview

PROFILES FSM6	Y11 Leavers 2019	Y11 Leavers 2020	Y11 Leavers 2021	Y11 Leavers 2022	Y11 Current 2023	Y10 Current 2024	Y9 Current 2025	Y8 Current 2026	Y7 Current 2027	All Current Tot/Av
Cohort Size	41	42	39	39 (10.9%)	47 (12.8%)	53 (14.6%)	42 (11.4%)	49 (13.5%)	49 (13.5%)	240 (13.2%)
Boys : Girls	18 : 23	28 : 14	13 : 26	26: 13	21 : 26	30 : 23	20 : 22	23 : 26	24 : 25	118 : 122
Low : Middle : High PA	5 : 19 : 16	3 : 22 : 17	7 : 24 : 7	15 : 15 : 7	15:16:8	20 : 21 : 9	11 : 17 : 10	13 : 19 : 8	21 : 20 : 4	80 : 93 : 38
SEND E : K	0 : 5	0 : 9	3 : 8	3 : 3	1 : 3	0 : 6	1 : 6	5 : 6	1 : 10	8 : 31
KS2 APS (Reading & Maths)	4.72	4.74	100.09	102.58	101.95	101.87	N/A	N/A	98.93	100.79
CATs Average	100.77	101.39	97.25	100.33	98.25	95.36	93.95	92.48	96.33	95.02

Student Numbers

Average Scores

PROFILES Non FSM6	Y11 Leavers	Y11 Leavers	Y11 Leavers	Y11 Leavers	Y11 Current	Y10 Current	Y9 Current	Y8 Current	Y7 Current	All Current
	2019	2020	2021	2022	2023	2024	2025	2026	2027	Tot/Av
Cohort Size	318	315	321	320 (89.1%)	318 (86.9%)	311 (85.4%)	324 (88.2%)	314 (86.5%)	314 (86.5%)	1583 (86.8%)
Boys : Girls	159 : 159	152 : 163	170 : 151	176 : 144	156 : 163	149 : 162	168 : 156	162 : 152	159 : 155	794 : 789
Low : Middle : High PA	17 : 122 : 172	18 : 128 : 152	28:130:153	79 : 164 : 12	67 : 162 : 82	64 : 161 : 81	25 : 102 : 178	34 : 111 : 163	52 : 171 : 78	242 : 707 : 583
SEND E : K	3 : 22	3 : 41	3 : 30	6 : 16	4 : 31	9 : 26	4 : 42	4 : 23	4 : 40	25 : 162
KS2 APS (Reading & Maths)	5	4.94	103.9	104.27	105.06	104.95	N/A	N/A	104.74	104.93
CATs Average	104.91	104.12	103.54	102.87	103.23	103.06	103.04	102.02	103.63	103.01

Student Numbers

Average Scores

4

Part A: Pupil premium strategy plan

Statement of intent

Our strategy will, in line with the school's vision, ensure that our disadvantaged pupils will leave Ousedale ready to succeed in life. As effective learners, they will acquire the character, experiences, knowledge skills and qualifications that will enable them to thrive, and lead successful, happy lives. The focus of our pupil premium strategy is to support disadvantaged pupils so that they make good progress and achieve highly across the curriculum, including those who are already high attainers.
This will be achieved through our ambitious and broad curriculum comprising of 3 elements – **Character**, **Experiences** and **Knowledge Skills.**

The strategy will be guided by the following key principles:
- Ambition
- knowledge and Skills
    - Key concepts
    - Core Knowledge
    - Powerful knowledge
- Offering new experiences
- Developing character
- Identifying and addressing context specific need
- Learning is sequential

Our strategy is integral to the wider school developments that will support the continued improvement in attainment of our disadvantaged pupils whilst sustaining improvements in outcomes of their non-disadvantaged peers.

High quality teaching is fundamental to supporting the aims of our strategy that will be supported by accurate and timely diagnostic assessment resulting in targeted interventions. Our approach will be responsive to the needs of the cohort so that emerging challenges are identified and acted upon, ensuring all pupils can access our rich and broad curriculum.

Challenges

Challenge Number	Detail of challenge
1	**Attainment and progress at the end of key Stage 4** is generally lower for our disadvantaged pupils. In 2022, this was more significant for the English (-0.52) and Open (-0.59) buckets of Progress 8 and especially so for the Low (Overall = -0.53) and Middle (Overall = -0.43) prior attainers.
2	Our disadvantaged students generally enter the school with **weaker literacy and numeracy skills.** Key Stage 2 and CAT4 data for our new Year 7 (Cohort 2027) pupils shows:

Cohort 2027	Disadvantaged	Non-Disadvantaged
% below literacy benchmark for STAR testing	48.9%	24.7%
% below numeracy benchmark for STAR testing	47.6%	20.0%
CAT4 SAS	96.6	103.6
CAT4 Verbal	97.8	104.7
CAT4 Non-Verbal	95.1	101.9
CAT4 Quantitative	98.4	104.6
CAT4 Spatial	96.6	103.0

Challenge Number	Detail of challenge
3	36% of pupils who see a School Counsellors for **social and emotional** challenges are disadvantaged even though they make up 12% of the pupil population.
4	Following the return to school from the COVID pandemic, our pastoral leaders have identified **low self-esteem, aspiration and lack of resilience** as a barrier to success for a significant number of our disadvantaged pupils.
5	A higher proportion of parents of our disadvantaged pupils at KS4 demonstrate **poor parental engagement** with the school compared to parents of our non-disadvantaged pupils. The proportion of parents of our disadvantaged pupils that have logged onto our communication platform is 6.1% lower in Y10 and 7.3% lower in Y11.
6	Our disadvantaged pupils receive a disproportionate amount of *Behaviour and* Attitude to Learning points**.** • FSM6 account for 18% of all behaviour points awarded • By category, FSM account for: ○ 26% of Persistent Disruptive Behaviour ○ 18% of Restorative Justice Forms ○ 21% of Inappropriate behaviour ○ 19% of Disruptive behaviour ○ 16% of late to school
7	Although the **attendance** of our disadvantaged pupils is significantly higher than their national counterparts, their overall attendance is lower than our non-disadvantaged at school. Overall there was a 4.3% difference in attendance for the academic year 201/22.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome – What we want to happen	Success criteria – How we will know it has happened
Improved attainment and progress outcomes among our disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of at least 48 (44.7 in 2022) • at least 45% passing GCSE Basics at grade 5 or above (39% in 2022) • at least 70% passing GCSE Basics at grade 4 or above (61% in 2022) • The gap in progress with non-disadvantaged pupils diminishes
Progress at the end of Key Stage 4 in English improves	The gap between our FSM6 and Non-FSM6 cohorts will narrow for progress measures in English at the end of Key Stage 4 (gap was 0.77 in 2022)
Literacy and numeracy skills improve for the FSM6 cohort	The proportion of our disadvantaged cohort below the benchmark for the STAR reading and maths measure will be 20% or less. Current Y7 (Cohort 2027): • English = 48.9% below benchmark • Maths = 47.6% below benchmark
Attendance of our FSM6 cohort improves	Attendance of our FSM6 cohort is in line with the national average.
Behaviour points, related to learning, awarded to our disadvantaged students decreases.	Analysis shows that number of behaviour points decreases and is proportional relative to the size of the cohort.
The proportion of our FSM6 cohort who successfully go on to the next stage of their education, training and/or employment increases.	Rates of progression (including NEETs) matches the Non-FSM6 cohort.
Parental engagement increases	The proportion of FSM6 parents/carers who sign up to the Edulink/Classcharts platform increases and is in line with Non-FSM6

Strategy Overview

Ousedale School embraces and draws upon recent research and evidence from our own successes with the deployment of the Pupil Premium Grant (PPG) and that from recognised research bodies, most notably the Education Endowment Foundation (EEF).

The three-year strategy is developed, implemented and evaluated using the following cyclic model.
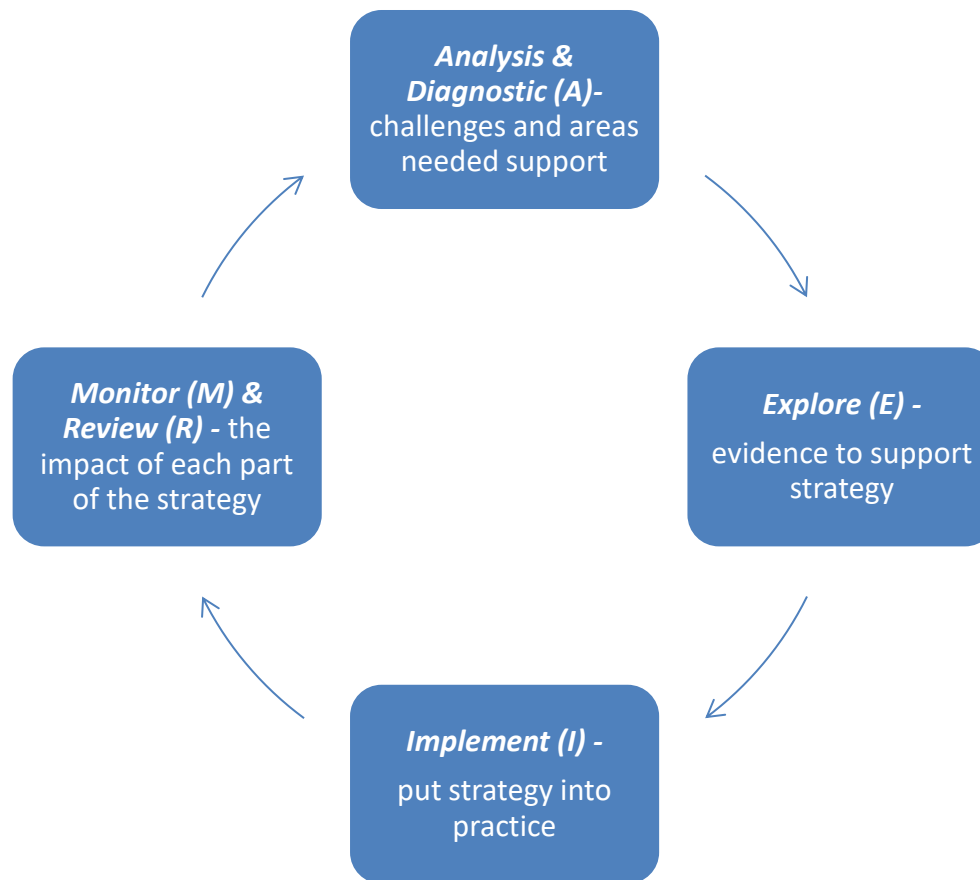
The PPG is divided into three main strategic strands and associated sub-strands: Teaching, Academic Support Strategies and Wider Strategies.

Pupil Premium Grant	Teaching: Total Costing = £150,000	Indentified Subject support (T1)
		Identified Skills Support (T2)
		Classroom Strategies (T3)
		Recruitment & Retention (T4)
	Academic Support Strategies Total Costing = £99,458	ICT - Hardware & Software (ASS1)
		Interventions - in school & extracurricular (ASS2)
		Tutoring Programmes (ASS3)
		Literacy/Reading/Numeracy (ASS4)
	Wider Strategies Total Costing = £15,000	Ready for school and learning (WS1)
		Cultral Capital (WS2)
		Wellbeing (WS3)
		Parental Engagement (WS4)

Strategy Implementation

Action	Sub Strand Ref	Evidence ref
Enrolment with the National College with dedicated CPD time for staff to develop their practice.	T1/T2/T3/ASS2	CLA
Invest in 'The Key' leadership platform so that leaders can research new and statutory policies related to T&L and the PPG to develop practice across all areas.	T1/T2/T3/ASS2	CLA
Purchase a range of practical equipment for maths to improve engagement levels and develop cognitive skills.	T1/T2/T3/ASS2/ASS4	CLA, LS,
Provide a series of CPD sessions for staff to develop Live marking and feedback in the classroom.	T2/T3/ASS2	F,
Support the work of the SEND team by enhancing the provision for our disadvantaged SEND pupils.	T2/T3/ASS1/ASS2	LF, S, RCS, SGT, TAI
Invest in the school's IT infrastructure (both hardware and software) so that it enhances accessibility. Provide CPD session for staff on the effective use of IT in the classroom.	T2/T3/ASS1/ASS2/ASS4	F, H, LS, MS,
Provide CPD for staff on 'opportunities to practice' in the classroom.	T2/T3/ASS1/ASS2/ASS4	F, H, MS,
Assist staff with the development of QLA reports and associated next step therapy tasks.	T1/T2/T3	CLA, H, II
Investment in Classcharts so that staff can readily identify and access information for FSM6 students and strategically set seating plans. This will also provide instant messaging to parents and carers relating to celebrating achievements and notification of disruptive learning.	T3/ASS1/WS4	PE, BI, II, LS, WCAG
Purchase CAT4 individual student reports for all FSM6 students so that staff are aware of individual strengths and weaknesses with suggested strategies for students displaying a particular bias.	T1/T2/T3/ASS2	CLA, LS, II, RCS, SGT, TIA
Provide students with the equipment they need to be ready to learn.	T3/ASS1/ASS4/WS1	II, BI

Provide resources for the 'Boot Room' so that identified FSM6 students can have full school uniform in line with the rest of the school community.	WS1/WS3/WS4	SU
Provide Y11 and Y10 students with CGP Revision guides and workbooks for identified subjects to support next step activities following QLAs.	T1/ASS2/WS1	H, LS, MS,
Provide additional resources for the PILC so that FSM6 students have access to appropriate provisions.	T1/T2/ASS1/ASS2/WS1/WS3	SGT, BI, CLA, SEL
Learning Mentors work with and support our FSM6 students who present significant issues through half termly catch-up meetings.	T2/T3/ASS2/WS1/WS3/WS4	BI, AI, SEL, M
Learning Mentors to hold half termly attendance and punctuality surgeries with FSM6 identified students	WS1/WS3/WS4	BI, AI, SEL, M
The school's Counsellor supports identified FSM6 students based on wellbeing referrals from PALs. High priority cases.	WS1/WS3	BI, AI, SEL, M
Invest in the schools ' Reading Spine' through the provision of resources and training that will promote a love of reading and improve literacy skills of our FSM6 students.	T3/ASS4/WS2	CLA, RCS
Invest in all aspects of the Accelerated Reader programme.	ASS2/ASS4	RCS
Facilitate homework club for disadvantaged students through staffing, resources and incentives.	T1/T2/ASS2/ASS3/WS1	EST, CLA, H, MS
Employ tutors in the core subjects to support FSM6 students identified through Assessment Point analysis.	T1/T2/T3/ASS3	SGT, EST, OOT
Target FSM6 students to attend the additional after school 'Session 6' lessons	T1/T2/ASS2	EST, SGT, OOT
Add capacity to the teaching hours in English and maths so that additional groups can be timetabled.	T1/T2/T3/T4	SGT, RCS
Insure that all FSM6 students receive a personalised CEIAGs programme that includes employer visits, Careers Fairs and interviews.	T2/ASS2/WS2	AI, PE
Use SISRA to support the identification of FSM6 students who are not at expected points during the school's assessment cycle.	ASS1/ASS2	CLA, MS
Continue to develop the schools data analysis systems so that all leaders can identify underperformance of key groups.	ASS1/ASS2	CLA, MS
Develop Assessment Point Reports so that the PP section reflects the school's KPIs and leads to better identification of need and support	T1/T3/T4/ASS2	CLA, MS
Develop middle leader Assessment Point reports to explicitly state the interventions that will be put in place in their subject area to promote the progress on PP students.	T1/T2/T3/ASS2	CLA, MS
Support FSM6 students who express an interest in completing the DofE award.	ASS2/WS2	AI, OAL, PA
Support the funding of Peripatetic Music lessons.	WS2	OOT, AI, AP

Provide financial support for school trips so that our FSM6 students are not culturally disadvantaged.	WS2/WS3/WS4	AI, AP, OAL
Monitoring parental engagement at Parents' Evenings with follow up calls from PALs when non-attendance	WS4	PE
Invest in in numeracy platforms to support the whole school numeracy programme; My Maths, Timetable rockstars, Numeracy Ninjas and CGP numeracy workbooks	ASS4/ASS2 ASS4	CLA, SGT
Invest in tutoring programme for KS3 Literacy and numeracy session 6 interventions	ASS4/ASS2	EST, SGT
Invest in a whole school tutoring programme - identify needs/ gaps and monitor impact	ASS4/ASS2 ASS4	EST,M, OOT, SGT
Invest in the Renaissance Numeracy and Literacy programme that will assess and track progress across KS3	ASS4	CLA, II, RCS, TAI

See the PP Strategy Map to view the intended actions to support our disadvantaged students. The school has mapped the associate Sub Strand(s) addressed for each action. Below is the distribution of the identified sub strands across all actions. It would be expected that the majority of the actions support the sub strands related to teaching and interventions.

Distribution of Sub Strand Across all Strategies
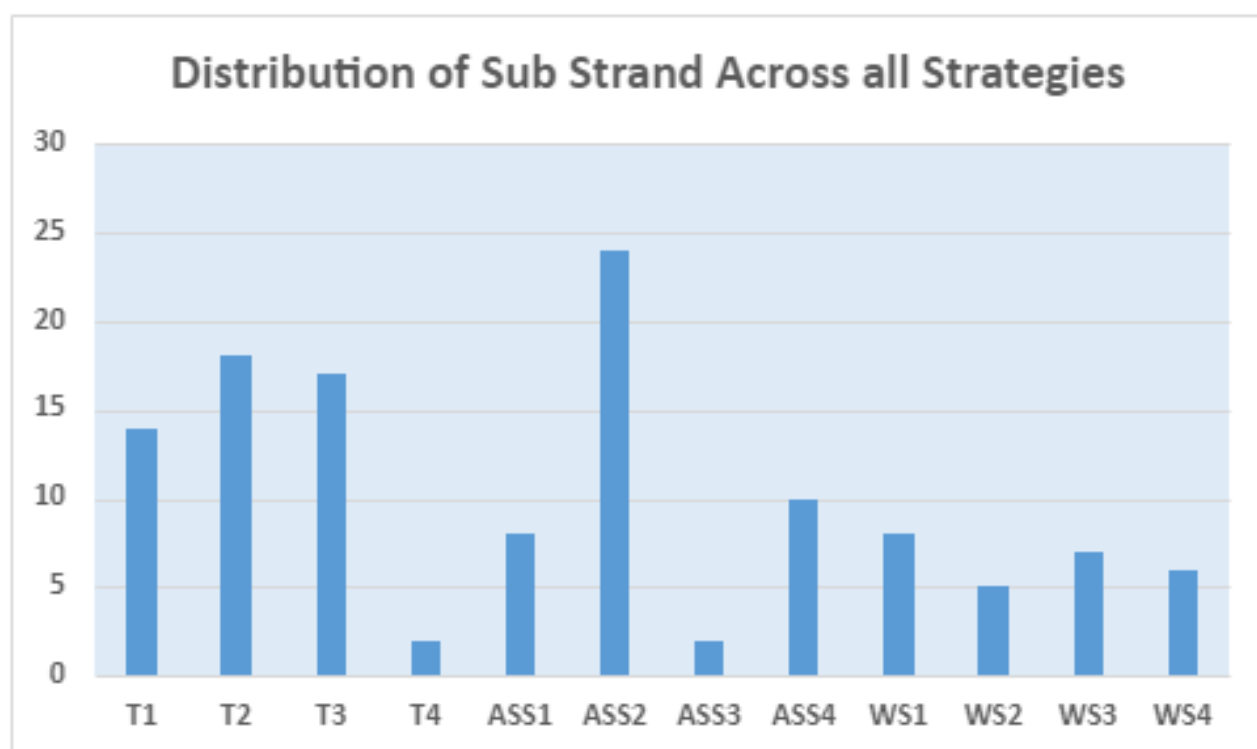
Education Endowment Foundation (EEF) Evidence Reference

The school reflects on the most up to date research and experiences. The strategy map highlights the areas from the EEF that support the school intended actions.

| Toolkit Strand	Code	Impact (months)	Toolkit Strand	Code	Impact (months)
Arts Participation	AP	+3	Outdoor Adventure Learning	OAL	Unclear
Aspirations Interventions	AI	Unclear	Parental Engagement	PE	+4
Behaviour Interventions	BI	+4	Peer Tutoring	PT	+5
Collaborative Learning Approaches	CLA	+5	Performance Pay	PP	+1
Extending School Time	EST	+3	Physical Activity	PA	+1
Feedback	F	+6	Reading Comprehension Strategies	RCS	+7
Homework	H	+5	Reducing Class Size	RCS	+2
Individualised Instruction	II	+4	School Uniform	SU	Unclear
Learning Styles	LS	Unclear	Setting and Streaming	S&S	0
Mastery Learning	ML	+5	Small Group Tuition	SGT	+4
Mentoring	M	+2	Social and Emotional Learning	SEL	+4
Metacognition & Self-regulation	MS	+7	Summer Schools	SS	+3
One to One Tuition	OOT	+5	Teaching Assistant Intervention	TAI	+4
Oral Language Intervention	OLI	+6	Within Class attainment Grouping	WCAG	+2

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on FSM6 pupils over previous years including the 2020 to 2021 academic year.

Academic Outcomes

Attainment 8

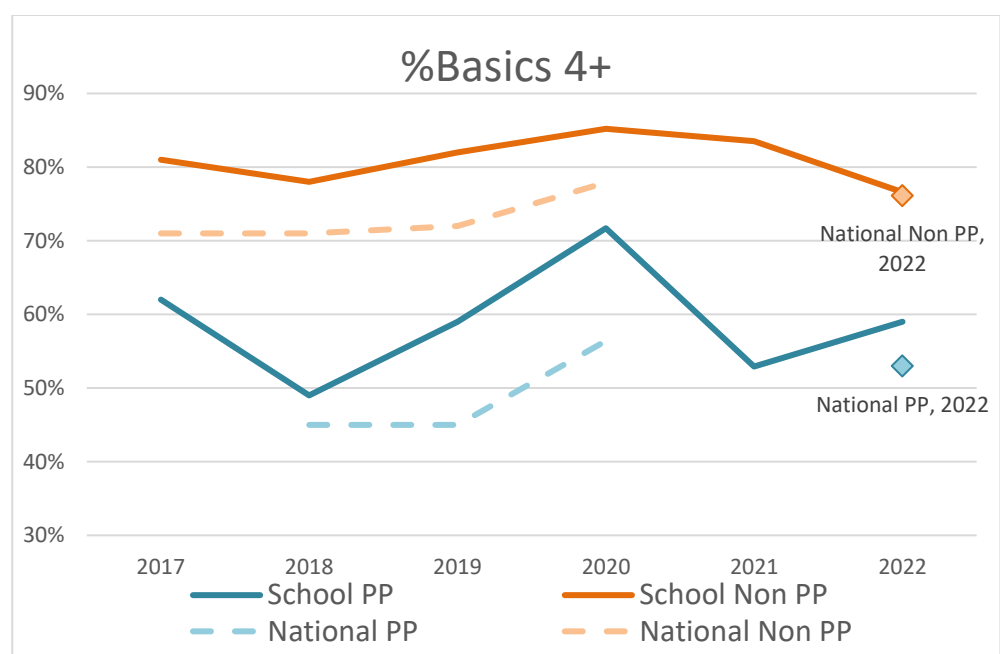| Attainment 8	2017	2018	2019	2020	2021	2022
School PP	43.34	38.60	46.12	45.76	41.88	44.32
School Non PP	52.53	53.03	54.95	56.02	56.73	53.12
National PP	37.00	36.73	36.70	40.20	40.30	40.58
National Non PP	49.76	50.14	50.30	53.70	54.70	52.65
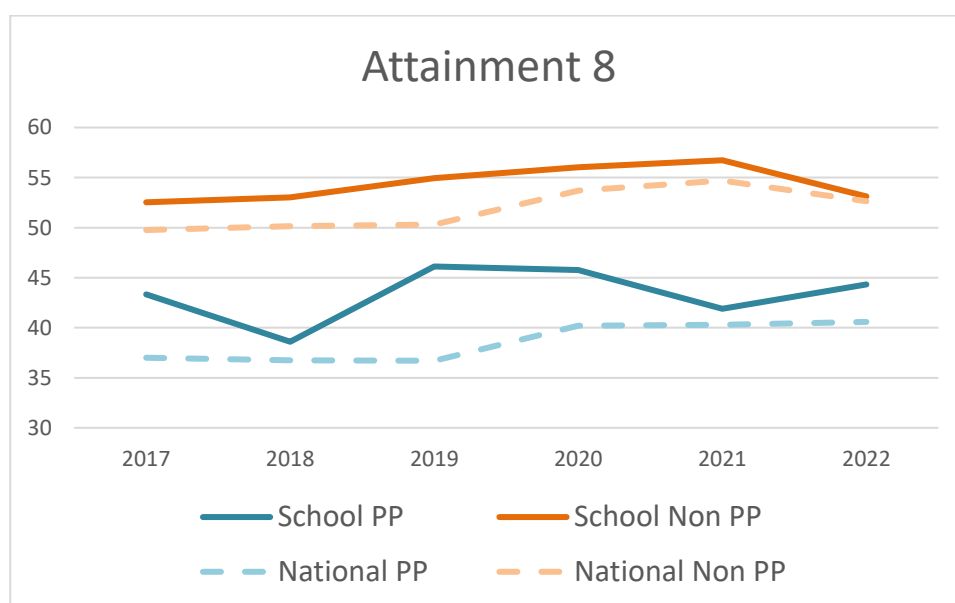
%Basics 5+

%Basics 5+	2017	2018	2019	2020	2021	2022
School PP	44.0	27.0	32.7	37.7	35.3	38.5
School Non PP	59.0	57.0	54.5	58.6	61.5	53.4
National PP	25.0	25.0	24.7	30.4	31.7	33.1
National Non PP	49.0	50.0	49.9	56.8	59.2	56.3
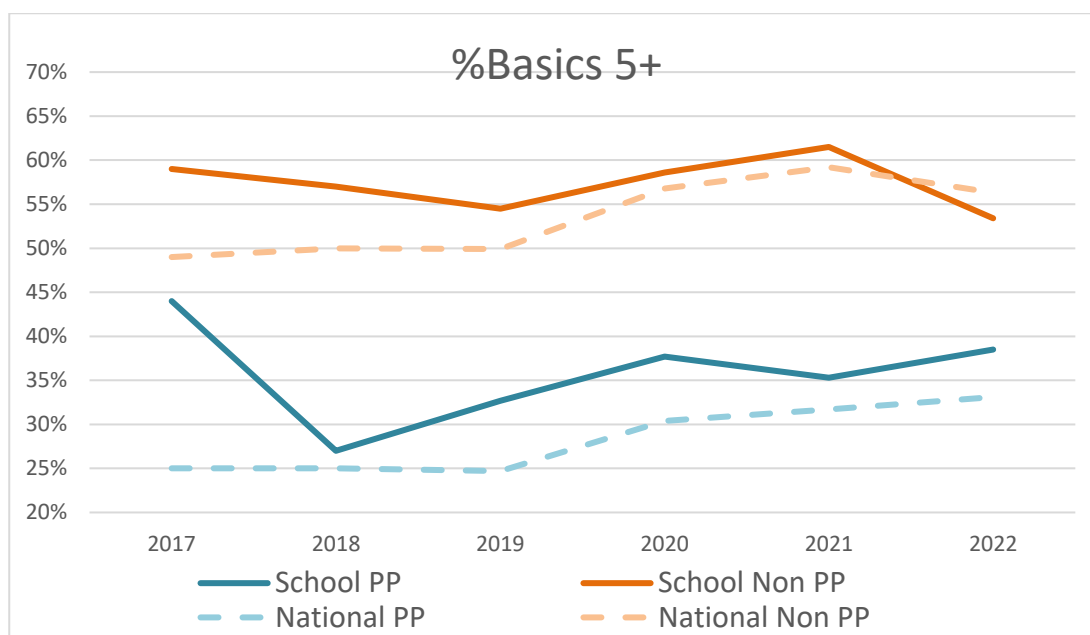
%Basics 5+

%Basics 4+

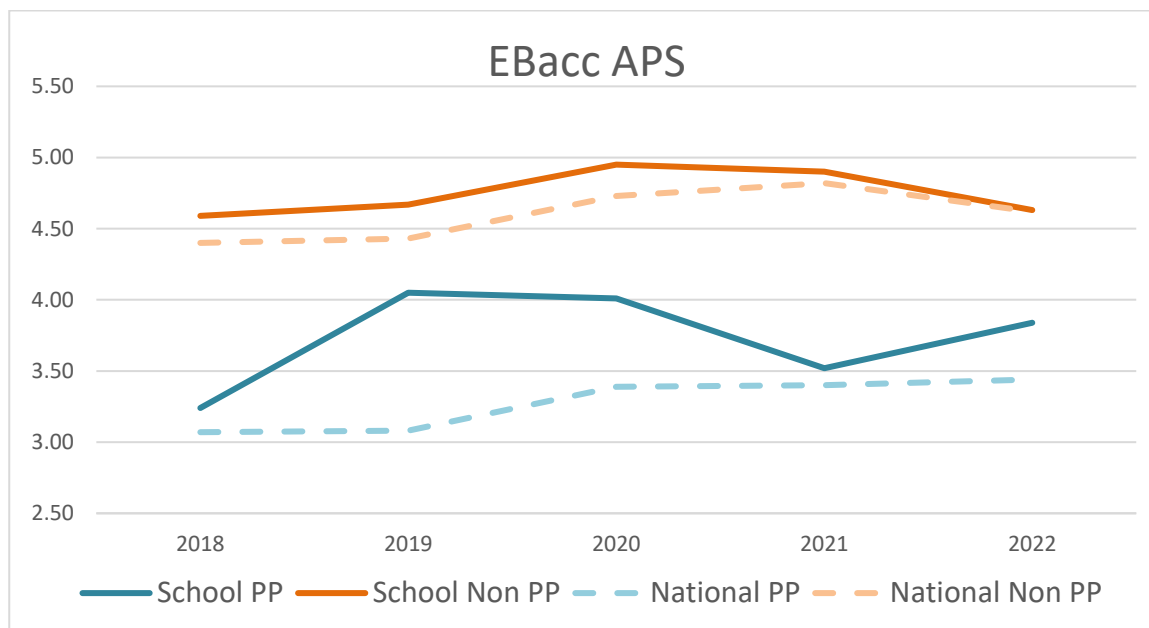| Basics 4+	2017	2018	2019	2020	2021	2022
School PP	62	49	59	71.7	52.9	59
School Non PP	81	78	82	85.2	83.5	76.6
National PP		45	45	56.4		53
National Non PP	71	71	72	77.9		76.1

%Basics 4+

EBacc APS

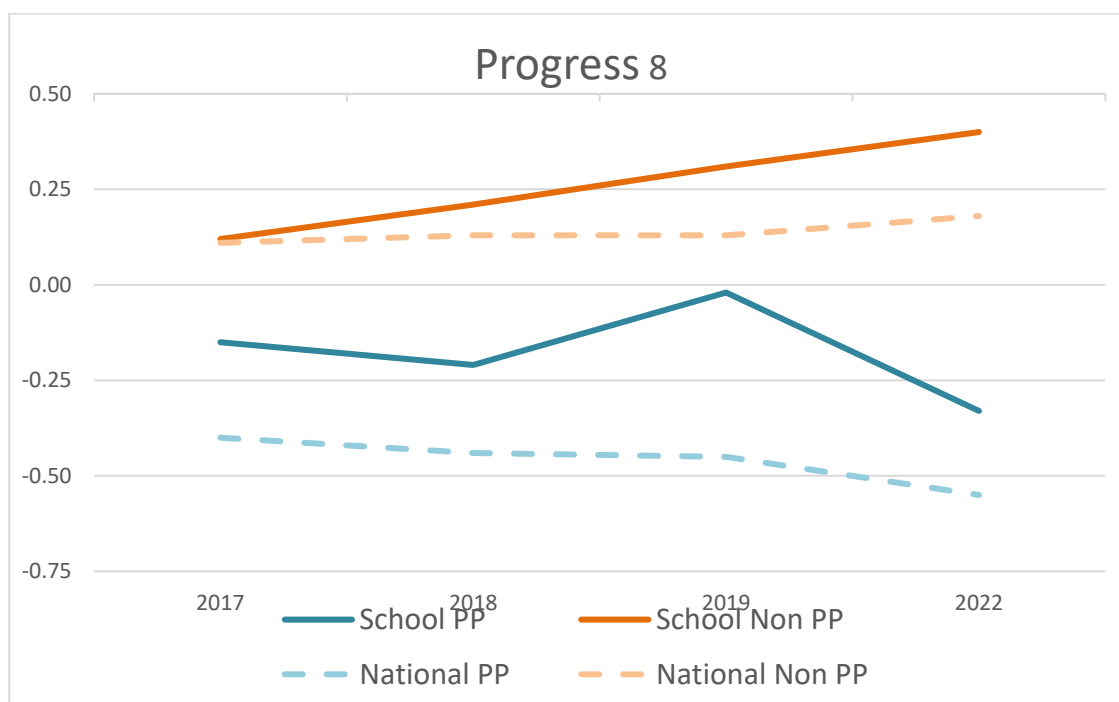| EBacc APS	2018	2019	2020	2021	2022
School PP	3.24	4.05	4.01	3.52	3.84
School Non PP	4.59	4.67	4.95	4.9	4.63

National PP	3.07	3.08	3.39	3.4	3.44
National Non PP	4.4	4.43	4.73	4.82	4.62

EBacc APS

Progress 8

Progress 8	2017	2018	2019	2022
School PP	-0.15	-0.21	-0.02	-0.33
School Non PP	0.12	0.21	0.31	0.4
National PP	-0.4	-0.44	-0.45	-0.55
National Non PP	0.11	0.13	0.13	0.18

Progress 8

Pastoral Outcomes

Measure	2017/18	2018/19	2019/20	2020/21	2021/22
FTE	11.69%	17.14%	7.7%	6.9%	9.9%
1 or more FTE	8.23%	6.2%	6.1%	4.4%	7.1%
2 or more FTE	2.60%	0.36%	1.0%	1.5%	2.5%
PEX	0%	0%	0%	0%	0%
Persistent Absence	33.6%	23.97%	26.01%	31.4%	41.5%
Attendance	91.3%	92.8%	93.4%	88.6%	87.26%

Gap Analysis Compared to National Differences

Measure	School/ National	Range	Disadvantaged Average	Non-disadvantaged Average	Gap	Difference
Attainment 8	School	2017 - 22	43.34	54.40	11.06	
	National	2017 - 22	38.59	51.88	13.29	2.23
%Basics 5+	School	2017 - 22	35.9	57.3	21.50	
	National	2017 - 22	28.30	53.50	25.20	3.7%
%Basics 4+	School	2017 - 22	58.9	81.1	22.1	1.7%
	National	2018/19/20/22	49.9	73.6	23.8	
EBacc APS	School	2018- 22	3.7	4.7	1.0	0.3
	National	2018- 22	3.3	4.6	1.3	
Progress 8	School	2017/18/19/22	-0.2	0.3	0.5	0.1
	National	2017/18/19/22	-0.5	0.1	0.6	

Literacy and Numeracy levels

DD = Disadvantaged

Cohort		% Below Benchmark (STAR Literacy Testing)			
		Overall	On Watch	Intervention	Urgent
Year 7 (2027)	DD	48.9%	22.2%	15.6%	11.1%
	Non-DD	24.7%	17.8%	3.6%	3.3%
Year 8 (2026)	DD	36.7%	16.3%	8.2%	12.2%
	Non-DD	11.5%	5.1%	2.6%	3.8%
Year 9 (2025)	DD	29.3%	12.2%	12.2%	4.9%
	Non-DD	13.0%	6.5%	3.4%	3.1%

Cohort		% Below Benchmark (STAR Numeracy Testing)			
		Overall	On Watch	Intervention	Urgent
Year 7 (2027)	DD	47.6%	28.6%	9.5%	9.5%
	Non-DD	20.0%	16.1%	3.2%	0.7%
Year 8 (2026)	DD	20.8%	16.7%	0.0%	4.2%
	Non-DD	8.6%	6.1%	0.0%	2.6%
Year 9 (2025)	DD	39.0%	22.0%	7.3%	9.8%
	Non-DD	14.2%	9.3%	3.4%	1.5%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Century Tech AI Platform	Century