



PUPIL PREMIUM STRATEGY STATEMENT

2021 – 2024 Three Year Strategy

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Overview

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ousedale School
Number of pupils in school	2163
Proportion (%) of pupil premium eligible pupils	12.9%
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	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Quality of Education Committee
Pupil premium lead	Paul McFadden
Governor lead	Helen Bacon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,522
Recovery premium funding allocation this academic year	£31,248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£227,650

Cohort Profile Overview

PROFILES FSM6	Y11 Leavers	Y11 Leavers	Y11 Leavers	Y11 Leavers	Y11 Current	Y10 Current	Y9 Current	Y8 Current	Y7 Current	All Current
	2018	2019	2020	2021	2022	2023	2024	2025	2026	Tot/Av
Cohort Size	43	41	42	39	33 (9.2%)	41 (11.4%)	48 (13.4%)	39 (10.8%)	44 (12.2%)	205 (12.9%)
Boys : Girls	22 : 21	18 : 23	28 : 14	13 : 26	21 : 12	19 : 22	26 : 22	19:20	22:22	107:98
Low : Middle : High PA	11 : 21: 10	5 : 19 : 16	3 : 22 : 17	7 : 24 : 7	5 : 11 : 15	5 : 17 : 17	10 : 23 : 15	N/A	N/A	20:52:47
SEND E : K	1 : 7	0 : 5	0 : 9	3 : 8	2 : 4	1 : 2	0 : 5	1 : 5	4 : 12	8:28
KS2 APS (Reading & Maths)	4.41	4.72	4.74	100.09	102.58	102.1	101.23	N/A	N/A	101.97
CATs Average	95.59	100.77	101.39	97.25	100.33	100.23	95.89	96	92.64	97.02

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
	2018	2019	2020	2021	2022	2023	2024	2025	2026	Tot/Av
Cohort Size	307	318	315	321	323 (90.8%)	318 (88.6%)	311 (86.6%)	322 (89.2%)	318 (87.8%)	1592 (89%)
Boys : Girls	157 : 150	159 : 159	152 : 163	170 : 151	180 : 143	153 : 165	151 : 160	166 : 156	162 : 156	812:780
Low : Middle : High PA	21 : 126 : 154	17 : 122 : 172	18 : 128 : 152	28 : 130 : 153	30 : 122 : 157	28 : 99 : 184	21 : 107 : 179	N/A	N/A	79:405: 502
SEND E : K	5 : 31	3 : 22	3 : 41	3 : 30	6 : 15	3 : 16	9 : 15	2 : 28	3 : 20	23:94
KS2 APS (Reading & Maths)	4.94	5	4.94	103.9	104.27	105.29	105.45	N/A	N/A	105.00
CATs Average	103.27	104.91	104.12	103.54	102.87	103.26	103.35	102.97	102.09	102.91

Student Numbers

Average Scores

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 which will enable them to thrive, and lead successful, happy lives

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*

Challenges

Detail of challenge
<p><i>Weak literacy and numeracy skills</i></p> <ul style="list-style-type: none"> • P8 for English and maths is historically significantly lower for FSM6 students than Non-FSM6. • The P8 for maths has declined from 2017 – 2019 and is now in line with FSM6 nationally. • CAT4 Data shows the comparisons for the average score for FSM6 and Non-FSM6: <ul style="list-style-type: none"> ○ Verbal: FSM6 = 99.3; Non-FSM6 = 105.5 ○ Non-Verbal: FSM6 = 96.9; Non-FSM6 = 103.1 ○ Quantitative: FSM6 = 97.1; Non-FSM6 = 103.4 ○ Spatial: FSM6 = 95.7; Non-FSM6 = 102.3 ○ SAS: FSM6 = 97.4; Non-FSM6 = 103.7
<p><i>Medical, Social and emotional barriers</i></p> <ul style="list-style-type: none"> • 29% of students seeing School Counsellor are FSM6
<p><i>Material poverty in terms of resources for learning</i></p> <ul style="list-style-type: none"> • Lack of equipment – 25% of behaviour points assigned to FSM6 • Homework – 26% of behaviour points assigned to FSM6
<p><i>Low self-esteem, aspiration and lack of resilience</i></p> <ul style="list-style-type: none"> • Pastoral leaders have identified self-esteem, aspiration and resilience as a key barrier following the national lockdowns during the COVID pandemic.
<p><i>Poor Parental Engagement</i></p> <ul style="list-style-type: none"> • 26% of parents/carers of our FSM6 cohort have not signed up to the Edulink communication platform compared to 16% of the Non-FSM6 cohort.
<p><i>Behaviour and Attitude to Learning</i></p> <ul style="list-style-type: none"> • FSM6 account for 25% of all behaviour points • By category, FSM account for: <ul style="list-style-type: none"> ○ 42% of Persistent Disruptive Behaviour ○ 28% of Restorative Justice Forms ○ 28% of Inappropriate behaviour ○ 28% of Disruptive behaviour ○ 24% of late to school
<p><i>Attendance</i></p> <ul style="list-style-type: none"> • Attendance of FSM6 students is consistently lower than Non-FSM6. For the first half term of the 2021/22 academic year the average attendance of the FSM6 cohort was 87.7% compared to 92.3% for our Non-FSM6 cohort.
<p><i>SEND – K</i></p> <ul style="list-style-type: none"> • A disproportionate number of our SEND K cohort are FSM6 - 21% of SEN K cohort are FSM6

Intended outcomes

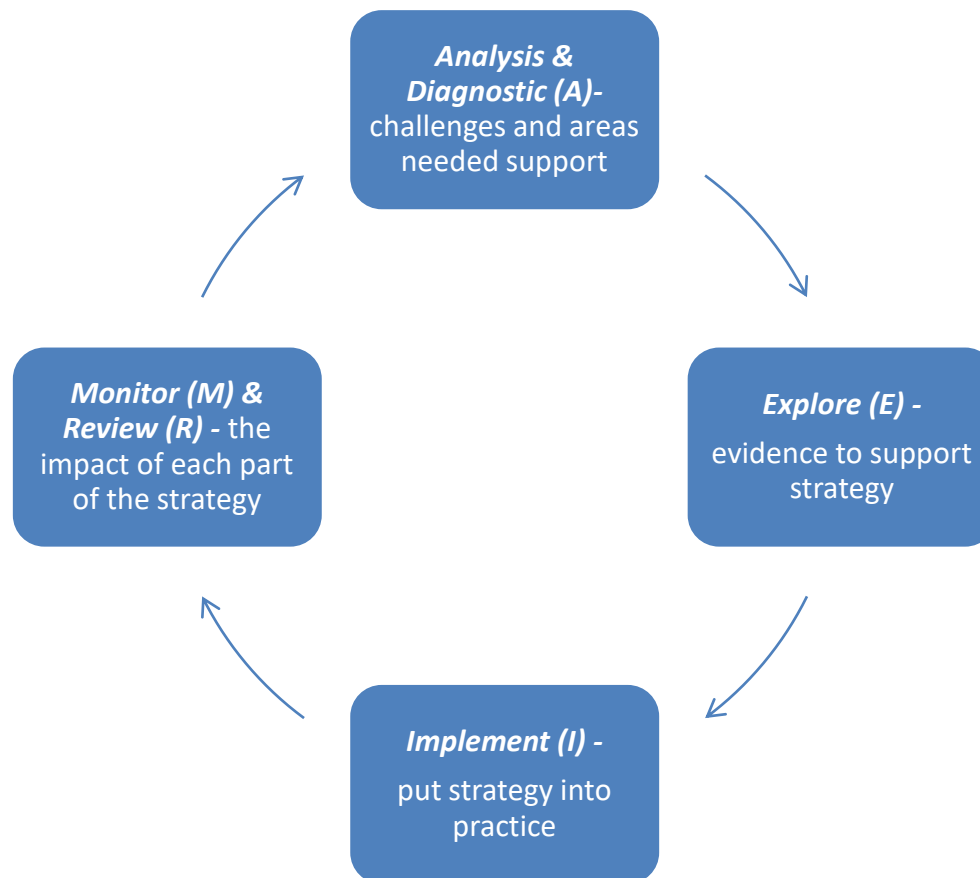
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome – What we want to happen	Success criteria – How we will know it has happened
Overall progress made by our FSM6 cohort improves	The gap between our FSM6 and Non-FSM6 cohorts will narrow for progress measures at the end of Key Stage 4.
Progress at the end of Key Stage 4 in maths improves	The gap between our FSM6 and Non-FSM6 cohorts will narrow for progress measures in maths at the end of Key Stage 4
Literacy and numeracy skills improve for the FSM6 cohort	Rates of progress in reading age will improve for our FSM6 cohort so that the gap between actual and chronological reading age will narrow. Standard Age Scores for the Non-Verbal and Quantitative CAT4 battery test will improve narrowing the gap between FSM6 and Non-FSM6 cohorts at Key Stage 3.
Attendance of our FSM6 cohort improves	Attendance of our FSM6 cohort is in line with the national average
FTE measures for our FSM6 cohort is in line with their Non-FSM6 counterparts	FTE data highlights that the rate of FTE is low and equal to that of Non-FSM6
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 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

Identified Subject support (T1)

Identified Skills Support (T2)

Classroom Strategies (T3)

Recruitment & Retention (T4)

Academic Support Strategies

Total Costing = £62,650

ICT - Hardware & Software (ASS1)

Interventions - in school & extracurricular (ASS2)

Tutoring Programmes (ASS3)

Literacy/Reading (ASS4)

Wider Strategies

Total Costing = £15,000

Ready for school and learning (WS1)

Cultural Capital (WS2)

Wellbeing (WS3)

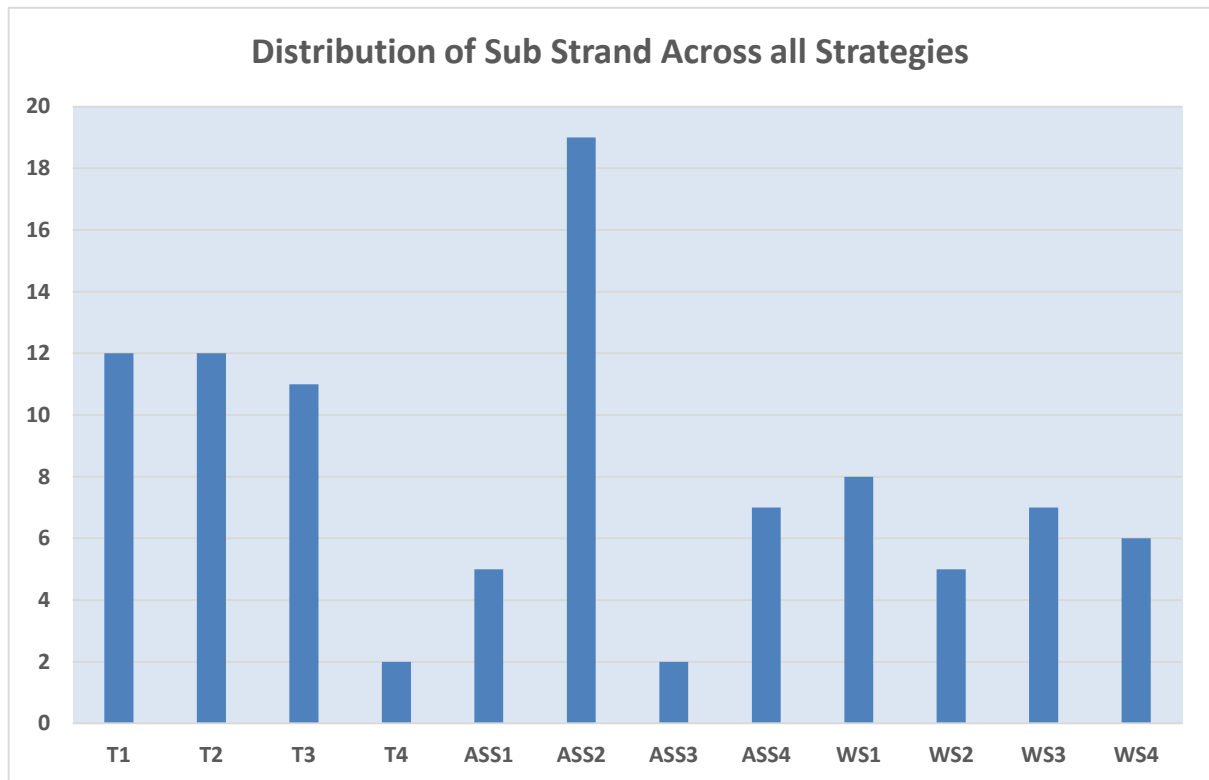
Parental Engagement (WS4)

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
Investment in Edulink so that staff can readily identify and access information for FSM6 students and strategically set seating plans.	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
Creation of PPPs for all FSM6 students to provide bespoke guidance for staff on pastoral and academic aspects.	T1/T2/T3/ ASS2/WS3	BI, CLA, II, LS, TAI, SEL
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 FSM6 students with CPG Revision guides and workbooks to support their knowledge, understanding and skills in preparation for the summer 2022 exams.	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 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 a Numeracy and Literacy monitoring package 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.



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

4 Year Trend

Measure	2017/18	2018/19	2019/20	2020/21
Progress 8	-0.21	-0.13	N/A	N/A
English P8	-0.10	0.07	N/A	N/A
Maths P8	-0.21	-0.43	N/A	N/A
EBacc P8	-0.23	-0.17	N/A	N/A
Open P8	-0.32	-0.01	N/A	N/A
HPA P8	0.07	-0.16	N/A	N/A
MPA P8	-0.43	-0.10	N/A	N/A
LPA P8	-0.08	-0.30	N/A	N/A
Attainment 8	38.58	44.41	47.10	40.59
Basics – Strong Pass	27%	29%	38.1%	35.9%
Basics – Standard Pass	49%	54%	73.8%	53.8%
EBacc APS	3.24	3.74	4.15	3.42
FTE	11.69%	17.14%	7.7%	6.9%
1 or more FTE	8.23%	6.2%	6.1%	4.4%
2 or more FTE	2.60%	0.36%	1.0%	1.5%
PEX	0%	0%	0%	0%
Persistent Absence	33.6%	23.97%	26.01%	31.4%
Attendance	91.3%	92.8%	93.4%	88.6%

2 or 4 Year Average Compared to National Differences

Progress 8	2018 (44)	2019 (49)	2020 (FSM) (42)	2021 (FSM) (39)	2 Year Average	2 Year Average Gap
School FSM6	-0.21	-0.13	N/A	N/A	-0.17	0.44
School Non FSM6	0.21	0.32	N/A	N/A	0.27	
National FSM6	-0.44	-0.44	N/A	N/A	-0.44	0.57
National Non FSM6	0.13	0.13	N/A	N/A	0.13	

Attainment 8	2018	2019	2020 (FSM)	2021 (FSM) (39)	2 or 4 Year Average	2 or 4 Year Average Gap
School FSM6	38.58	46.02	47.10	40.59	43.07	11.9
School Non FSM6	53.03	54.95	55.49	56.34	54.95	
National FSM6	36.73	36.91	N/A	N/A	36.82	13.3
National Non FSM6	50.14	50.09	N/A	N/A	50.12	

%Basics 5+	2018	2019	2020 (FSM)	2021 (FSM) (39)	2 or 4 Year Average	2 or 4 Year Average Gap
School FSM6	27	30	38.1	35.9	32.75	24.8
School Non FSM6	57	55	57.8	60.4	57.55	
National FSM6	25	25	N/A	N/A	25	25.0
National Non FSM6	50	50	N/A	N/A	50	

Basics 4+	2018	2019	2020 (FSM)	2021 (FSM) (39)	2 or 4 Year Average	2 or 4 Year Average Gap
School FSM6	49	61	73.8	53.8	59.4	22.3
School Non FSM6	78	82	84.4	82.2	81.7	
National FSM6	45	45	N/A	N/A	45	26.5
National Non FSM6	71	72	N/A	N/A	71.5	

2020-21 Priorities

Area	Priorities
Teaching	Digital technologies, with a primary focus on Google Classroom, are utilised to provide a range of resources to support student learning.
	Develop staff skill set with digital technologies to enhance the feedback given to students' work submitted online.
Targeted Academic Support	Develop remote access to Accelerator Reader for Year 7 and 8 to increase literacy levels.
Wider Strategies	Increase attendance to Period 6 sessions through targeted identification and follow up
	Implement a communication portal so that parents & carers can access key information relating to academic and pastoral aspects of their child's schooling.

Actions to support the teaching priorities of the PP Strategy were further prioritised by the Coronavirus pandemic. All staff were trained on the use of the Google suite as a teaching platform before the government implemented the first lockdown. As a result, staff were able to set work, communicate with individual students and provide substantial feedback. Staff expertise and effectiveness developed throughout the lockdown and eventually led to students being taught live lessons for all their timetabled lessons.

The school implemented monitoring systems to ensure that students who were struggling to engage were identified quickly and support interventions put in place. This was done on a fortnightly basis by staff entering an Engagement with Learning (EwL) grade for each student in their classes. The analysis of the outcomes highlighted very positive engagement with the remote learning from our FSM6 cohorts. For all Key Stages levels of engagement for the FSM6 cohort were consistently above 90% across all subjects which was higher than the Non-FSM6 cohort.

Senior leaders conducted monitoring and evaluation processes on aspects of the school's remote learning provision. This included visits to live lessons, scrutiny of work completed by students, review of support materials posted on the Google suite, interviews with students and surveys of staff, students and parents. Although there was not a separate evaluation specifically for the FSM6 cohort, the outcomes of the review were overwhelmingly positive.

The survey of students showed that lines of communication between staff and students and school and home were very strong. Students felt that their work on the online platform was checked regularly and they found the Google suite easy to access, use and submit work.

The survey also highlighted that some students were accessing their work through a range of devices including shared laptops and mobile phones. This enabled the school to determine where access was limited and provide further resources where required.

The Accelerator Reader (AR) programme was introduced as part of our whole school literacy initiative. It is recognised that literacy is one of, if not the biggest, barrier to students accessing the curriculum and being successful. The FSM6 cohort historically has an average reading age lower than their Non-FSM peers – this is reflected at a local and national level. Analysis of reading age data from the AR programme shows:

- The average reading age of our FSM6 cohort is lower than the Non-FSM6
- The rate of increase of the FSM cohort is 37% higher than the Non-FSM6 students
- The FSM6 cohort is gaining the equivalent of +2 months in terms of reading age on the Non-FSM6 students

The national lockdown forced the school to accelerate the introduction of virtual platforms for parental communications. The school firmly believes that a strong home-school communication partnership not only strengthens relationship but also promotes success in both pastoral and academic aspects. The school successfully used the Google suite to communicate lessons, resources and homework tasks to students and parents. We also had considerable success using Zoom for parents evening and face-2-face meetings. We have now introduced a new platform, called Edulink, that will improve communications further within and outside of school.

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