

# Pupil premium strategy / self- evaluation

1. Summary information					
School	Outwood Academy Carlton				
Academic Year	2018/19	Total PP budget	£413,193	Date of most recent PP Review	Sept 2019
Total number of pupils	1017	Number of pupils eligible for PP	519	Date for next internal review of this strategy	Jan 2020

## 2. Current attainment (Year 11 leavers 2019)

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.24	+0.13
Attainment 8 score average	35.92	50
% achieving 5+ English & Maths	29%	50%
% achieving 4+ English & Maths	51%	73%

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	<p>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.</p> <table border="1"> <thead> <tr> <th></th> <th>Non PP</th> <th>PP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>100</td> <td>99</td> <td>103</td> </tr> <tr> <td>2017-18</td> <td>101</td> <td>99</td> <td>104</td> </tr> <tr> <td>2018-19</td> <td>102</td> <td>97</td> <td>105</td> </tr> <tr> <td>2019-2020</td> <td>TBC</td> <td>TBC</td> <td>104</td> </tr> </tbody> </table>		Non PP	PP	National	2016-17	100	99	103	2017-18	101	99	104	2018-19	102	97	105	2019-2020	TBC	TBC	104
	Non PP	PP	National																		
2016-17	100	99	103																		
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	Non PP	PP	National																		
2016-17	102	100	103																		

2017-18	102	100	104
2018-19	103	99	104
2019-2020	TBC	TBC	105

C.

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.

	Non PP Attendance	PP Attendance	Non PP Persistent Absentee	PP Persistent Absentee
2017-18	93.8%	89.4%	15.6%	30.7%
2018-19	93.6%	88.2%	19.7%	33.9%
2019-2020	TBC	TBC	TBC	TBC

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.

- A significant number of parents do not attend or engage through academy events such as information evenings and parent evenings.
- Poor literacy and numeracy levels of some parents.
- Lack of aspiration and employment - <https://www.barnsley.gov.uk/media/9290/north-east-area-profile.pdf>
- The academy is fully inclusive and has a very high proportion of vulnerable / complex children. In year transfers have been and remain with a significant number of these students in receipt of Pupil Premium funding. Many of these students have complex needs children (as recognised in the Ofsted report of Jan 2019), which affects their attendance, behaviour and achievement.

3. Intended outcomes (specific outcomes and how they will be measured)

Success criteria

A.

Students improve their literacy skills during KS3 to achieve 5+ or better in English in Year 11.

Students eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that they close the gap with their peers and meet expected targets. Accelerated Reader data shows that these students are catching up with their chronological age. Praising Stars © data shows that the Progress score for PP students is positive and is in line with their peers. English assessments throughout the year, demonstrate good progress for PP students.

B.	Students improve their numeracy skills during KS3 to achieve 5+ or better in maths in Year 11.	<p>Students eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that they close the gap with their peers and meet expected targets.</p> <p>Numicon data shows that these students are catching up with their chronological age.</p> <p>Praising Stars © data shows that the Progress score for PP students is positive and is in line with their peers.</p> <p>Maths assessments throughout the year, demonstrate good progress for PP students.</p>
C.	Increased attendance for all students that are eligible for PP.	<p>Reduce the number of persistent absentees (PA) among students eligible for PP so that this figure reduces by 10% from 2018/19.</p> <p>Overall attendance among students eligible for PP improves from 88% to 90.5% by July 2020.</p>
D.	Number of parents attending information evenings increases measured through completion of evaluation forms.	Parental engagement increases. They are increasingly knowledgeable about how to support their children at home.

#### 4. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD on quality first teaching based on the strategies that work with PP students taken from the EEF toolkit. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a>	Impact on Teaching & Learning	We want to offer high quality teaching to all these students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period... For example, collaborative learning, AfL, weighted questioning to Pupil Premium students and More Able Pupil Premium students.	The Vice Principal will deliver the training. Learning walks and observations will provide information on progress and identify any further issues that need to be addressed.	Lead Deep Support	Dec March July
Consistent use of Accelerated Reader in the classroom.	Impact on literacy Y7 & Y8	Increased literacy will provide basic skills to aid across all subject areas.	SLT will check that AR is being implemented consistently on learning walks. The Librarian will track and monitoring the progress of students closely and the quizzes they complete.	Lead for Accelerated Reader/Literacy	Dec March July
Consistent use of Numeracy Ninja & Maths Mastery	Impact on numeracy Y7 & Y8	Numeracy Ninja has proven to have a positive impact and has been used by the academy last year. Numeracy Ninjas is used during VMG time every other half term. This combined with the Mastery lessons which is part of the meta-cognition process, is known to accelerate learning by +8 months.	SLT will check that NN is being implemented consistently on learning walks. The lead for Numeracy is responsible for tracking and implementing leagues and will report to SLT on progress each term.	Lead Deep Support and lead for Numeracy	Oct Feb May

Director support from OGAT to be made available to departments to ensure PP students make the required progress	Impact with students in Y10 and Y11 to make the required progress within individual subject areas	Guidance and support from directors within the Trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for PP students.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y10 and Y11.	Principal and Directors of subject	Weekly RAG meetings
All students in Y11 have access to 100% English time	Impact with students in Y11 to make the required progress within English	Students are provided with an extra English lesson within the curriculum in Year 11. This enables them to consolidate their understanding further.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.	Principal and Directors of subject	Weekly RAG meetings
All students to have access to Option English, Option Maths and Option Science	Impact on students in Y9, Y10 and Y11	We want to provide students with extra support if they are not making the required progress to give them time to consolidate their knowledge.	This is provided through the curriculum and measured by the academy reporting system Praising Stars©	Principal and Lead Deep Experience	Each PS cycle

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills.	Impact Y7 & Y8 numeracy and literacy	We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. The resources that will be included are the IDL phonics, Multi - Sensory Learning, Lexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, Numicon and Numeracy Ninjas for numeracy. All of these resources have been proven to add at least +4 months' progress.	All students will be base line tested in Y7 and Y8 to identify which students need support. All interventions will take place in the Learning Support area and Library and small group work room for numeracy. A timetable of support will be shared with all staff. All students will be retested in December to identify the progress made. Any students below the 15% quartile will receive a further Lucid test and/or other psychometric assessments. The mathematics lead will identify the cohort that need further small group work support using KS2 and Praising Stars assessments. These students will receive instruction from a specialist TA on the areas requiring improvement.	Librarian, Learning Support	September December February
To implement 1to1 sessions for students who are showing very limited progress.	Impact Y7 & Y8 numeracy and literacy	We want to ensure that any student eligible for PP funding has access to 1 to 1 support. This is proven to accelerate progress of students over a shorter time frame +5 months. These students will also access the group support.	The maths department and learning support will identify students using baseline assessments to implement support for students who are making very limited progress. A timetable of support will be implemented.	Maths department, Learning Support	September December February
To implement a Peer Mentor reading programme	Impact Y7 & Y8 literacy	Extra reading is said to accelerate student progress by +5 months. Using peer mentors to support this process will enable students to work with older students to develop their reading abilities.	Peer mentors will be allocated to students and regular reports on progress will be given.	Lead for Accelerated Reader/Literacy and Librarian	September December February

All PP students to have access to 1to1 tuition within English and maths.	Students in Y11 make the required progress within English and Maths	Students who received individualised support are said to accelerate their progress by +2 months. This practice has existed within OGAT for the last 10 years and has proven to improve progress significantly.	Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.	Head of English and Maths	Weekly RAG meetings
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### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Utilise the EWO and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA.	Student attendance improves in all year groups for students eligible for PP funding.	Early intervention is proven to prevent students becoming PA and offering a range of support to PP students and ensure they make the same progress as their peers.	Weekly meetings with the lead for attendance and the Regional Director of Attendance reviewing the number of students who are PA or who are in danger of becoming PA and the interventions that have been implemented. This is then reported to SLT weekly. The interventions will consist of Home Visits, SLT meetings, attendance contracts, daily reports, 30 day and 10 day warnings and FPN.	Lead for Attendance and Director of Attendance	Weekly
Implement a range of interventions to support students who are identified as PA.	Student attendance improves in all year groups for students eligible for PP funding.	We want all PP students to make the same progress as their peers, as such all students who are in danger of becoming PA or who are PA will be provided access to the Bridge and associated interventions. This practice has proven to aid students who are considered vulnerable including PA students.	A weekly timetable of support will be implemented and the packages students are following identified.	Lead for Deep Support	Monthly

## 5. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Improve Y7 & Y8 numeracy and literacy students who are eligible for PP funding.	Accelerated Reader & Numeracy Ninja & Maths Mastery	In Y7 PP students made progress and moved from +0.2 P8 score in PS2 to a P8 score of +0.4.	There was a greater consistency in the delivery of packages. All the 2018/19 Maths teachers were trained in Mastery. However, there has been an increase in turnover of Maths teachers and there are still some vacancies. Due to the level of need within the Y7 cohort we will continue to provide them with the support required to ensure they catch up with their peers. The Maths Mastery scheme, which is implemented by OGAT, has been modified by lead staff within OGAT and further modifications are taking place to enhance student progress.
Impact on students in Y10 and Y11 make the required progress within individual subject areas	Director support from OGAT to be made available to departments to ensure PP students make the required progress	PP students did not lose focus and maintained the same grades as were predicted in the year.	Progress was made however further progress is required. This intervention shall be continued so as to develop HoDs further to increase progress within their subject areas for PP students, by ensuring swift and targeted provision is delivered using Director support.
Impact on students in Y11 make the required progress within English	All students in Y11 have access to 100% English time.	70% of PP students passed English for 4+ compared to 82% NPP a gap of 12%.	This intervention will continue to ensure PP students continue to make progress and close the gap.
Impact on students in Y9, Y10 and Y11	All students to have access to Option English, Option maths and Option Science	70% of PP students passed English for 4+ compared to 82% NPP a gap of 12%. 53% of PP students passed Maths for 4+ compared to 78% NPP a gap of 25%.	The improvements are difficult to measure against last year. This intervention will continue for the forthcoming year as progress has been made and appears to work well.

## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Students in Y11 make the required progress within English and Maths	All PP students to have access to 1to1 tuition within English and maths.	70% of PP students passed English for 4+ compared to 82% NPP a gap of 12%. 53% of PP students passed Maths for 4+ compared to 78% NPP a gap of 25%.	This intervention shall continue into next year. Monitoring of where students are withdrawn will be strategic and not impact on the same teachers.

## iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)
Improved attendance for all PP students	SIMs used to identify vulnerable groups to facilitate robust tracking of students who are in danger of becoming PA.	Cumulative attendance for PP students was 88% at the end of last year. This was an improvement from the previous year. Further interventions need to be incorporated to ensure our most vulnerable students are supported with appropriate interventions. PA 35%	Due to the number of PA students that were PP it was difficult to have the required impact with all students. We will continue to implement the previous interventions with the addition of home visits and a staged PA process.

## Destination Data

Destination	%
School sixth form	0%
FE College	70.1%
Apprenticeship	2.3%
Employment with Training	0%
Sixth Form College	20.7%
Employment	0%
Other	1.2%
NEET	1.2%
Unknown	0%

## 6. Additional detail

Spending 2019/20

Outwood Academy Carlton - Pupil Premium Expenditure - 2019/20												
Intervention	Whole School Expenditure	Year 7 Spend	Year 8 Spend	Year 9 Spend	Year 10 Spend	Year 11 Spend	Whole School PP Expenditure	Year 7 PP Expenditure	Year 8 PP Expenditure	Year 9 PP Expenditure	Year 10 PP Expenditure	Year 11 PP Expenditure
<b>WHOLE SCHOOL (Pro Rata):</b>												
Option Maths				£ 7,020.00	£ 7,020.00	£ 16,380.00				£ 3,112.64	£3,390.15	£ 8,486.02
Option English						£ 16,380.00						£ 8,486.02
Option Science						£ 4,680.00						£ 2,424.58
Consolidation Maths												
Consolidation English												
Consolidation Science					£ 7,020.00						£3,390.15	
VMG Science						£ 4,680.00						£ 2,424.58
VMG English						£ 4,680.00						£ 2,424.58
VMG Maths						£ 7,020.00						£ 3,636.87
VMG Geography												
121 costs						£ 80,000.00						£ 41,445.78
Revision Guides (E,M & Science)						£ 5,000.00						£ 2,590.36
Graduation (Other)			0									
PLC Manager	£ 20,702.15						£ 9,621.84					
Hegarty Maths	£ 1,200.00						£ 557.73					
Bridge Manager	£ 20,629.39						£ 9,588.03					
Graduation (Mount Cook trip)			£ 19,865.00						£ 9,300.43			
Uniform		£ 23,458.00						£ 9,961.62				
Director Support	£ 148,974.20						£ 69,239.48					
Alternative Provision	£ 195,000.00						£ 90,631.12					
Transition	£ 4,000.00						£ 1,859.10					
SENCO Director	£ 51,886.95						£ 24,115.75					
SEND Coordinator	£ 26,983.58						£ 12,541.29					
SEND Officer	£ 22,965.71						£ 10,673.89					
Inclusion Coordinator & Admin	£ 55,467.82						£ 25,780.06					
SSO	£ 32,039.10						£ 14,890.97					
Learning Managers	£ 119,012.01						£ 55,313.80					
Teaching assistants	£ 230,716.73						£ 107,231.36					
Music Lessons Support	£ 1,313.00						£ 610.25					
i-space	£ 10,000.00						£ 4,647.75					
<b>TARGETED SUPPORT:</b>												
Free School Meals	£ 83,919.00						£ 39,003.45					
Hardship												
careers Inc						£ 19,405.87						£ 10,053.64
<b>TOTALS</b>	<b>£ 1,024,809.64</b>	<b>£ 23,458.00</b>	<b>£ 19,865.00</b>	<b>£ 7,020.00</b>	<b>£ 14,040.00</b>	<b>£ 158,225.87</b>	<b>£ 476,305.85</b>	<b>£ 9,961.62</b>	<b>£ 9,300.43</b>	<b>£ 3,112.64</b>	<b>£6,780.29</b>	<b>£ 81,972.44</b>
						<b>£ 1,247,418.51</b>						<b>£ 587,433.27</b>

## Academy Pupil Population

Year Group	Number on Roll	Number Pupil Premium Funded
Year 7	219	93
Year 8	220	103
Year 9	212	94
Year 10	205	99
Year 11	166	86
<b>Total</b>	<b>1022</b>	<b>475</b>

<b>Total Pupil Premium Income (Budgeted Full Year)</b>	<b>£ 467,965.00</b>
To be received	£ -
<b>Total Pupil Premium Expenditure</b>	<b>£ 587,433.27</b>
<b>Top-Up from budget</b>	<b>-£ 119,468.27</b>

<b>Y7 Catch Up Premium</b>	
<b>Income</b>	<b>£ 27,202.00</b>
<b>Expendiure:</b>	
Librarian - Y7 pro rata	£ 6,083.77
AR	£ 3,786.34
AR Books	£ 1,875.00
Lucid Exact / Lexia Support	£ 1,495.00
Lit/Num TA support %salary	£ 9,375.76
Director Support - 5%	£ 7,448.71
SENCO provision - 5%	£ 2,730.89
<b>Total exp</b>	<b>£ 32,795.47</b>

**Outwood Academy Carlton - Pupil Premium Expenditure - 2018/19**

Intervention	Whole School Expenditure	Year 7 Spend	Year 8 Spend	Year 9 Spend	Year 10 Spend	Year 11 Spend	Whole School Pupil Premium Expenditure	Year 7 Pupil Premium Expenditure	Year 8 Pupil Premium Expenditure	Year 9 Pupil Premium Expenditure	Year 10 Pupil Premium Expenditure	Year 11 Pupil Premium Expenditure
<b>WHOLE SCHOOL (Pro Rata):</b>												
Option Maths	£ 33,330.00			£ 6,666.00	£ 4,444.00	£ 22,220.00	£ 17,334.80			£ 3,591.87	£ 2,488.64	£ 11,254.29
Option English	£ 11,110.00					£ 11,110.00	£ 5,627.14					£ 5,627.14
Option Science	£ 8,888.00				£ 2,222.00	£ 6,666.00	£ 4,620.61				£ 1,244.32	£ 3,376.29
Consolidation Maths												
Consolidation English												
Consolidation Science												
VMG Science	£ 4,444.00					£ 4,444.00	£ 2,250.86					£ 2,250.86
VMG English	£ 6,666.00					£ 6,666.00	£ 3,376.29					£ 3,376.29
VMG Maths	£ 6,666.00					£ 6,666.00	£ 3,376.29					£ 3,376.29
VMG Geography	£ 2,222.00					£ 2,222.00	£ 1,125.43					£ 1,125.43
121 costs	£ 60,000.00						£ 30,244.90					
Revision Guides (E&M)	£ 5,000.00					£ 5,000.00	£ 2,532.47					£ 2,532.47
Graduation	£ 1,500.00		£ 1,500.00				£ 729.73	£ 729.73				
PLC Manager	£ 19,109.40						£ 9,632.70					
Hegarty Maths	£ 1,200.00						£ 604.90					
Bridge Manager	£ 18,695.27						£ 9,423.94					
Outward Bound	£ 19,300.00		£ 19,300.00				£ 9,389.19	£ 9,389.19				
Uniform	£ 18,570.00	£ 16,000.00					£ 16,463.93	£ 7,103.14				
Director Support	£ 176,059.68						£ 88,748.45					
Alternative Provision	£ 65,000.00						£ 32,765.31					
Transition	£ 4,000.00						£ 2,016.33					
SENCO Director	£ 18,085.98						£ 9,116.81					
SEND Coordinator	£ 21,915.14						£ 11,047.02					
Inclusion Coordinator	£ 33,284.16						£ 16,777.93					
SSO	£ 28,506.35						£ 14,369.53					
Teaching assistants	£ 334,736.92						£ 168,734.73					
Music Lessons Support	£ 6,564.96						£ 3,309.28					
<b>TARGETED SUPPORT:</b>												
Free School Meals							£ 65,404.70					
Hardship												
careers Inc	£ 20,518.92					£ 20,518.92	£ 10,392.70					£ 10,392.70