



OUSEDALE SCHOOL PUPIL PREMIUM REPORT

November 2019

Standards Team

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Disadvantaged pupil profile – November 2019

Year Group	11	10	9	8	7
Number (NP: OI)	51 (37:14)	55 (39:16)	54 (34:20)	48 (34:14)	57 (38:19)
Male: Female	36:15	23:32	36:18	25:23	27:30
Low: Middle: High PA	3:26:20	13:30:11	10:18:26	7:21:19	11:26:19
SEND E:K	0:11	4:16	3:10	1:7	1:9
Verbal	102.68	96.06	100.78	101.79	97.02
Quantitative	99.73	92.21	96.65	97.76	95.98
Non Verbal	101.39	93.74	98.70	100.79	95.26
Spatial	99.32	94.28	98.11	101.69	95.41
SAS	100.86	94.26	98.74	100.71	96.13

Barriers to future achievement

1. Weak literacy and numeracy skills
2. Medical, social and emotional barriers
3. Material poverty in terms of resources for learning, space to work at home -
4. Low self-esteem, aspiration and lack of resilience
5. Poor parental engagement -
6. Behaviour and Attitude to Learning-
7. Poor attendance and punctuality-
8. SEND

Disadvantaged pupil performance Academic and Pastoral Measures – Three Year Trend

Measure	2016/17	2017/18	2018/19
Progress 8	-0.15	-0.21	-0.13
English P8	0.02	-0.10	0.07
Maths P8	-0.07	-0.21	-0.43
EBacc P8	-0.32	-0.23	-0.17
Open P8	-0.14	-0.32	-0.01
HPA P8	-0.47	0.07	-0.16
MPA P8	0.01	-0.43	-0.10
LPA P8	0.05	-0.08	-0.30
Attainment 8	43.34	38.58	44.41
Basics – Strong Pass	44%	27%	29%
Basics – Standard Pass	62%	49%	54%
EBacc APS		3.24	3.74
Destinations	Revised for 2016/17 (2015/16 Leavers) Overall = 92% Education = 75% Apprenticeships = 10% Employment = 8%	Overall = % Education = % Apprenticeships = % Employment = %	Overall = % Education = % Apprenticeships = % Employment = %
FTE	16.39%	11.69%	17.14%
1 or more FTE	9.24%	8.23%	6.2%
2 or more FTE	3.36%	2.60%	0.36%
PEX	0%	0%	0%
Persistent Absence	23.8%	33.6%	23.97%
Attendance	92.5%	91.3%	92.8%

PP Headline Data: 3 Year Average compared to national

PP: Progress 8

Progress 8	2017 (50)	2018 (44)	2019 (49)	3 Year Average	3 Year Average Gap
School PP	-0.15	-0.21	-0.13	-0.16	0.37
School Non PP	0.12	0.21	0.31	0.21	
National PP	-0.4	-0.44		-0.42	0.54
National Non PP	0.11	0.13		0.12	

PP: Attainment 8

Attainment 8	2017	2018	2019	3 Year Average	3 Year Average Gap
School PP	43.34	38.58	44.41	42.11	11.29
School Non PP	52.53	53.03	54.65	53.40	
National PP	37	36.73		36.87	13.08
National Non PP	49.76	50.14		49.95	

PP: Basics – %Strong Pass

%Basics 5+	2017	2018	2019	3 Year Average	3 Year Average Gap
School PP	44	27	29	33.3	23.5
School Non PP	59	57	54.5	56.8	
National PP	25	25		25.0	24.5
National Non PP	49	50		49.5	

PP: Basics – %Standard Pass

Basics 4+	2017	2018	2019	3 Year Average	3 Year Average Gap
School PP	62	49	54	55.0	25.3
School Non PP	81	78	82	80.3	
National PP		45		45.0	26
National Non PP	71	71		71.0	

PP: EBacc – APS

EBacc APS	2018	2019	2 Year Average	2 Year Average Gap
School PP	3.24	3.74	3.49	1.11
School Non PP	4.59	4.67	4.6	
National PP	3.07		3.1	1.3
National Non PP	4.4		4.4	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve above average quintile for progress as outlined in the IDSR	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve national average English and maths 5+	Sept 21
EBacc APS	Achieve national average for EBacc APS	Sept 21
EBacc Entry	Achieve national average for EBacc entry	Sept 21
Other	Improve attendance to national average	Sept 21

Planned expenditure: Academic year 2019-2020

Planned expenditure: Academic year 2019-2020	
Total budget	£240,000
Teaching Priorities	£149,306
Targeted Academic Support	£78,560
Wider Strategies	£15,946
Total Spend	£243,812

1. Teaching Priorities				
Priority 1 (TP1)	Embedding responsive teaching to ensure all students make good progress			
Priority 2 (TP2)	Embedding low stake testing to develop knowledge, recall and application across all year groups			
Barriers to learning these priorities address	Weak literacy and numeracy skills, low self-esteem and lack of resilience, attitude to learning			
Intent	Implementation	Priority	Staff Lead	Progress to date/Impact
Groups in core subjects are strategically designed to ensure the most needy students receive timely support and intervention	Employ additional core teachers to increase their capacity to manipulate teaching groups to meet the needs of each cohort.	TP1	CRW	
	HoD ensure that teachers are deployed strategically to ensure good progress for all students	TP1	SLT Link Core	
High quality teaching enables exceptional implementation of the curriculum	Embed the Ousedale standard in areas identified as requiring further support through training, coaching and M & E, including a particular focus on KS5 teaching.	TP1	LH	
	Devise a protocol for HoD to follow to support non-specialist in their subject area	TP1	LH	
	Subscribe to The key leadership resource to provide materials for CPD	TP1 & TP2	SSC	

	relating to Leadership and teaching and learning.			
Assessment is used to embed and use knowledge and to check for understanding and inform teaching.	Departments develop, devise and implement low stakes testing strategies across all year groups	TP2	PM/LH/NMG	
	Develop assessment practice so that departments are using assessment strategies that support knowledge retention fluency and inform planning	TP2	LH/NMG	
Staff subject knowledge is developed so that all have a clear understanding of how students can make exceptional progress	Set up targeted CPD sessions (IGNITE) specifically related to subject knowledge development	TP1	LH	
	Department meeting time dedicated to subject knowledge development	TP1	LH/CRW/PM	
	Coaching staff who do not currently meet the required Ousedale Standard	TP1	SSC/LH	
2. Targeted Academic support				
Priority 1 (TASP1)	Literacy and numeracy interventions across Key Stage 3 and 4 for low attaining students			
Priority 2 (TASP2)	Buy-in and embed Accelerated Reader across Key Stage 3 to increase reading for pleasure			
Barriers to learning these priorities address	Weak literacy and numeracy skills, poor parental support/engagement influencing low literacy outcomes, material poverty, low self-esteem, attitude to learning, SEND			
Intent	Implementation	Priority	Staff Lead	Progress to date/Impact

Students acquire the necessary literacy and numeracy skills to access the curriculum at all key stages	HLTA for Literacy and numeracy deliver small group and 1-2-1 tuition to identified students	TASP1	CP/NMG/LM/BL	
	Purchase reading tests to identify students with low reading ages and analyse the progress throughout a key stage	TASP1	NMG	
	Purchase additional resources for the bottom 2 sets in English and Maths at KS4	TASP1	PM/NMG	
Staff have access to and an understanding of the baseline data relating to students prior attainment and cognitive ability	Analyse the KS2 QLA to identify gaps in students' knowledge and understanding	TASP1	PM/NMG	
	Liaise with feeder primary schools relating to resources that bet support the development of areas identified through the KS2 QLA	TASP1	NMG	
	Purchased individual CAT reports for students highlighting a bias and recommended teaching strategies.	TASP1	PM	
	Develop and populate a marksheet on SIMs with essential data	TASP1	PM/NMG	
	Improve staff awareness of the data available through CPD and help sheets on the school intranet	TASP1	PM/NMG	

Students develop a love of reading and take opportunities to read outside of directed time	Purchase the Accelerated Reading Programme (ARP) and implement across Year 7	TASP2	NMG/ER	
	Dedicated tutor time for reading at least once per week	TASP2	NMG/ER	
	Devise an recommended reading list for each year group and send to parents – purchase copies of the text that can be loaned out to families	TASP2	NMG/ER	
3. Wider Strategies				
Priority 1 (WSP1)	Improve AtL of PP students through improved attendance and less FTEs			
Priority 2 (WSP2)	Provide financial support for disadvantaged families so they have the materials in readiness to learn			
Barriers to learning these priorities address	Weak literacy and numeracy skills, poor parental support/engagement influencing low literacy outcomes, material poverty, low self-esteem, attitude to learning, SEND			
Intent	Implementation	Priority	Staff Lead	Progress to date/Impact
PP students have high aspirations and are equipped with the knowledge of how to achieve them.	Offer financial support for educational trips that support a specific curriculum course	WSP1	PM/NMG/JS	
	Offer financial support for peripatetic music lessons for PP students	WSP2	PM	
	Assign PP students to specific staff for their 1-2-1/VI Form interviews	WSP1	PM/NMG/JS	
	Ensure each PP student in Year 10 receives a 1-2-1 careers interview	WSP1	PM/NMG/JS	
	Review PP enrichment selection and ensure they get their first choice	WSP1	NMG/JS	

Attendance and punctuality of PP students are improving and approaching national standards	Ensure PP students are a focus of PAL meetings regarding attendance	WSP1	JS	
	Hold attendance surgeries for identified PP students half termly	WSP1	JS	
PP students are fully equipped and ready to learn for all lessons	Tutors review equipment and uniform standards for PP students in their tutor groups and liaise with PAL	WSP2	JS	
	Supply identified PP students with essential equipment and uniform	WSP2	JS	
	Ensure that KS4 PP students have access to essential revision and support materials including online resources	WSP2	PM/NMG	
	Library open before and after school to enable access to essential resources	WSP2	NMG	
	Additional duty staff in a designated computer room for year 11 private study time	WSP2	PM/NMG	
	Supervised lunch club available for students to complete homework or access additional resources	WSP2	PM/NMG	
The proportion of students with anxiety/ mental health issues are reduced through	Develop areas in the PILC to provide a range of support strategies for students in need	WSP2	NMG/JS	

targeted and well supported strategies				
	Provide training for staff on how to support students with mental health issues	WSP1	JS	

Evaluation: Impact of PP Funding Academic year 2018-2019

Area	Actions	Impact	Cost
Teaching Priorities	<ul style="list-style-type: none"> • Introduction of the Ousedale standard for leadership and responsive teaching • CPD Programme to support staff subject knowledge development • Additional staff to increase the number of groups and capacity for core subjects • Additional senior staff to support the strategic development and implementation of the PPG 	<ul style="list-style-type: none"> • There was an increase in all headline measures from 2018. • Progress 8 three-year average is -0.16 that is significantly above the national PP (-0.42). The school three-year average gap between PP and Non PP is significantly smaller than the national three-year gap – both are significantly higher than their national counterparts. • The school's three-year average attainment gap is smaller than the national for both basic measures and the EBacc APS. • Progress across the elements that contribute to Progress 8 show strong improvement with the exception of maths. Progress in English is consistently good while the significant improvements in the EBacc and open elements reflect the quality of the improving broader provision our disadvantaged students are experiencing across the curriculum. 	£149,306

		<ul style="list-style-type: none"> • The value Added (VA) score for Science, Languages and Humanities are deemed statistically average for our disadvantaged students in 2019. This reflects a continued improving picture for science and a consistent performance for Languages and Humanities. • Compared to the national average, attainment in the following subjects at grade 4+ for our disadvantaged students is: <ul style="list-style-type: none"> ○ In line with the national average: <ul style="list-style-type: none"> ▪ Maths ▪ Spanish ○ 5% above the national average: <ul style="list-style-type: none"> ▪ English Language ▪ Geography ▪ Spanish ○ 15% above the national average: <ul style="list-style-type: none"> ▪ Food ○ 25% above the national average <ul style="list-style-type: none"> ▪ Drama ▪ Music ▪ Creative & digital Media ▪ VCert PE ○ 40% or greater above the national average <ul style="list-style-type: none"> ▪ Engineering ▪ Health & Social Care • Compared to the national average, attainment in the following subjects at grade 7+ for our disadvantaged students is: <ul style="list-style-type: none"> ○ In line with the national average: 	
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		<ul style="list-style-type: none"> ▪ English Literature ▪ English Language ▪ Computing ▪ History ○ 10% above the national average: <ul style="list-style-type: none"> ▪ French ▪ Drama ○ 15% above the national average: <ul style="list-style-type: none"> ▪ Music ○ 25% or greater above the national average <ul style="list-style-type: none"> ▪ Engineering ▪ Health & Social Care <p>Note: 6 students ceased to be Ever6 students from March 2019. Therefore, they are not deemed disadvantaged for the 2019 outcomes despite receiving support from the school through the PPG. If the performance of this cohort were including in the analysis the performance of the cohort as a whole would be significantly better.</p>	
Targeted Academic Support	<ul style="list-style-type: none"> • HLTA delivering small group and 1-2-1 tuition in English and maths at KS4 • Literacy and numeracy support through small group tuition of identified students in KS3 • Additional resources to support lower sets in KS4 English • Financial support with ingredients for PP students studying Food Technology • Provide LAMDA sessions for students studying GCSE Drama 	<ul style="list-style-type: none"> • Progress in English continues to be exceptional. • The progress score in English in 2019 was: <ul style="list-style-type: none"> ○ 0.94 for all LPA ○ 0.08 for Disadvantaged students ○ -0.33 for LPA Disadvantaged students. This a small cohort of 5 students. Two students adversely affected the outcome of this cohort through poor AtL and low attendance. Extensive support was put in place but without the two students the P8 score would have been 0.90. Indicating 	£78,560

	<ul style="list-style-type: none"> • Subject specific resources for identified subject areas 	<p>the additional support to lower sets in English and the continued intervention relating to literacy ids having an impact on the students who experience it as intended.</p> <ul style="list-style-type: none"> • Attainment at Grade 4+ was 15% above the national average for Food Studies in 2019. Progress measures indicate that disadvantaged students made progress in line with their national counterparts (SPI = 0.04) • Attainment and progress has improved in Drama in 2019. Overall progress shows that students on achieved, on average, over two-thirds of a grade above their counterparts. The Ever 6 student who received support through the LAMDA project achieved over a whole grade in progress. • The attainment data above highlights the impact of the subject specific support put in place across different subject areas • Compared to the SISRA SPI, progress in the following subjects for our disadvantaged students is: <ul style="list-style-type: none"> ○ Inline for: <ul style="list-style-type: none"> ▪ Business ▪ Food ▪ English Language ▪ Geography ▪ History ▪ Combined Science ▪ VCert PE ○ Above by ¼ of a grade for: 	
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		<ul style="list-style-type: none"> ▪ DT ▪ English Literature ▪ Spanish ▪ Engineering ○ Above by ½ of a grade for: <ul style="list-style-type: none"> ▪ French ○ Above by more than a whole grade for: <ul style="list-style-type: none"> ▪ Music ▪ Further Maths ▪ Health & Social Care • Literacy <ul style="list-style-type: none"> ○ Of the students in Year 7 with a reading score below 100, 18 are Pupil Premium. At PR2, 100% were on / above target in English (1 on target / 17 above target) ○ 4 Pupil Premium students have completed RWI interventions. 100% on target at PR2 in English. When re-tested with the Hodder reading assessment in March 2019, 100% had an increased score ○ 4 Pupil Premium students have completed SEND workshop. 100% on target at PR2 in English 	
Wider Strategies	<ul style="list-style-type: none"> • Peripatetic music tuition • Financial support for Duke of Edinburgh Award • Pastoral support strategies including staffing • Enrichment activities • Aspirational trips including visits to universities and theatres 	<ul style="list-style-type: none"> • The number of entries per disadvantaged students has gone up from 9.3 for the 2017 cohort to 9.6 for the 2019 cohort • The proportion of disadvantaged students entered for the EBacc has increased from 23% in 2017 to 35.4% in 2019 	£15,946

	<ul style="list-style-type: none"> • GIV Project • Adventure Award 	<ul style="list-style-type: none"> • The percentage of disadvantaged students entered for a MFL has increased from 31% in 2017 to 35.4% in 2019 • The proportion of Disadvantaged students receiving a Fixed term Exclusion (FTE) has decreased for the last three years. There has been a 3.64% decrease during this period. • The proportion of disadvantaged students receiving 1 or more FTE in 2019 is approximately half the national proportion for disadvantaged students and only 1% higher than the national overall. • The proportion of Disadvantaged students receiving 2 or more FTEs was less than 1% in 2019. A decrease of approximately 2.7% during the last 3 years. • The proportion of disadvantaged students receiving 2 or more FTE in 2019 is 6 times lower than the national average for Disadvantaged students and 2.5 times less than the national overall. • No Disadvantaged students have been permanently excluded in the last four years. • The proportion of the total behaviour points awarded to disadvantaged students has decreased by 5% in the last three years. • Notable decreases involving the proportion of disadvantaged students are: <ul style="list-style-type: none"> ○ Emergency call outs - 21% ○ Incidents of bullying - 19% 	
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		<ul style="list-style-type: none"> ○ Damage to school property – 9% ○ Refusal to comply – 12% ○ Attitude to Learning – 6% ○ Uniform – 13% ○ Disruptive behaviour – 5% ○ Homework – 3% <ul style="list-style-type: none"> ● In 2019 the proportion of Disadvantaged students were Persistent Absentees (PA) decrease by approximately 10% points from 2018 and is now below the national average for Disadvantaged students. ● During the same time, overall attendance of disadvantaged students increase by 1.5% and is getting closer to the overall national average. ● Following targeted 1-2-1 sessions 70% of disadvantaged students in Year 9 had clear career aspirations with 80% having an aspiration for Post 16 study. ● Having had the same process over a three year period 76% of disadvantaged students in the 2019 cohort had clear career aspirations with 97% knowing what they wanted to do post Key Sage 4. 	
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