

Pupil premium strategy statement – Outwood Academy Hemsworth

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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1104
Proportion (%) of pupil premium eligible pupils	43.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25 (Initial Year Reviewed - Sept 2025) 2025/26 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	James Pape
Pupil premium lead	Ben Barnes
Governor / Trustee lead	Caroline Foy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£429,626
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£429,626

Part A: Pupil premium strategy plan

Statement of intent

This statement refers to planned provision and support for the academic year 2025-2026 and is part of a 3 year plan, starting in 2024/25. Throughout this period of time we aim to achieve the following objectives:

- Improve outcomes of PP students
- Improve the numeracy and literacy skills of our PP students so they can fully access the curriculum
- Improve attendance and reduce persistent absence of PP students
- Work towards achieving all GATSBY benchmarks, ensuring PP students are less likely to become NEET
- Reduce suspensions of our PP students
- Reduce internal sanctions and increase praise for our PP students
- Achieve positive Mental health
- Improve the percent of PP students being involved in wider school life, such as enrichment, trips and our honours program
- Increase engagement of parents/carers of PP students

Ultimately we want all students, including PP students to become well rounded citizens that make a positive contribution to society, achieving economic stability. We firmly believe students will live a happier, healthier, longer life as a result of staying in the education system for longer.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attendance and high PA compared to their peers
2	High suspensions compared to their peers
3	Lower Progress 8 and attainment 8 compared to the non PP students
4	Low aspirations in the household/community
5	Keeping children safe to enable them to fulfil their potential including MHWB issues
6	PP students transitioning to the academy below their peers for literacy and numeracy
7	PP students are less likely to engage in wider enrichment opportunities

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	Success criteria
Close the gap for attendance and PA between PP and non PP	PP students attendance and PA will be the same as their peers and above the national average
Reduce the number of suspensions for PP students	Suspensions for PP students will be in line with their peers
Close the attainment 8 and progress gap	No gap will exist for Progress (note not a measure for the first 2 years of the plan) and the Attainment 8 gap will close
PP students with weak numeracy and literacy will close the gap on their peers and be able to access the curriculum	Targeted intervention will show an improvement in reading age (phonics, comprehension and fluency) and numeracy age at an accelerated rate.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 89,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve first wave Teaching & Learning	<p>We want to offer high quality teaching to all students and in particular, those from disadvantaged backgrounds. We will launch our new Teaching and learning model, which is heavily supported by national research in how students learn best. We recognise that first wave quality in the classroom is the biggest asset for any disadvantaged student. This will encompass practice identified in the EEF Toolkit that has shown to have a positive impact such as, feedback (+6), collaborative learning (+5) We will provide staff (teaching and non-teaching) with further CPD that focuses on supporting the most vulnerable students, which includes Trauma Aware practice, positive framing, de-escalation techniques and the use of intervention to support student development.</p> <p>Class charts will be used to ensure staff are clear, which students are PP and how best to support these PP students if they have additional needs. Feedback will be prioritised for these students.</p>	1,2,3,4,6

	<p>Subject directors and the Outwood Institute of Education will offer CPD subject and career specific training for all staff.</p> <p>All early career teachers will receive additional cpd and mentoring, as well as a reduced timetable to ensure they develop and become effective classroom practitioners</p> <p>Recruitment and retention strategies have been deployed to ensure we maintain a highly skilled workforce to offer the very best learning experience possible.</p> <p>Our Curriculum Led Financial Planning focus ensures that class sizes are adjusted where needed to support academic achievement and progress. These strategies have been proven to significantly improve the amount of progress as evidenced within the Educational Endowment Foundation toolkit.</p> <p>Students with weak literacy skills will follow a bespoke 'Elevate' curriculum that will focus on developing at an accelerated pace the literacy skills of our weakest students in Y7 and 8</p>	
Improve literacy at KS3	<p>We will have a whole school approach to literacy that develops all students. This will include well established department practice for teaching tier 3 subject specific language to help unlock future learning. All students will be assessed and further support will be given to students who cannot de-code</p>	1,2,3,4,6,7

	<p>through our Read Write Inc phonics program, struggle with comprehension through our Lexia intervention or struggle with fluency. These strategies are supported by the EEF toolkit e.g phonics (+6) as well as the research series conducted into literacy by Ofsted. Key staff will meet weekly to measure the progress that students are making and to keep up to date with research. This is known as our Literacy RAG. A Director of English will attend these meetings.</p>	
Improve numeracy at KS3	<p>Maths Mastery has proven successful across the Trust, which is part of the metacognition process, which is known to accelerate learning. Regular testing of student's numeracy skills will help identify those in need of a personalised curriculum to help them catch up.</p>	1,2,3,4,6
<p>Director support from OGAT to be made available to departments to ensure PP students make the required progress. Praising Stars and the RAG used to monitor student progress.</p>	<p>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. Planned interventions for PP students will then be coordinated, with the impact being measured every half term.</p>	1,2,3,4,6,7
<p>Homework platforms will be invested in to help students recap and recall key learning</p>	<p>Homework such as Sparx, Educake and Trust developed sites will be used to support learning</p>	1,2,3,4,6,7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 264,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills. Delivered by specialist numeracy and specialist literacy TAs.	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 Ruth Miskin phonics, Lexia, Accelerated Reader and handwriting support for literacy. Sparx maths, numicon for numeracy. All of these resources have been proven to add at least +4 months' progress.	1,2,3,4,6
Small group intervention work in English, Maths and Science	Employing tutors to lead small-group sessions specifically in English and Maths. This has been proven to accelerate student progress.	1,2,3,4,6,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 163,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	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. We will aim to remove barriers and develop a sense of belonging with the academy	1,2,3,4,5,6,7
Staff to provide quality enrichments, out of school learning opportunities and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.	The EEF Sutton Trust Toolkit has demonstrated that after school activities, home learning and holiday interventions accelerate progress by up to +5 months on average.	1,2,3,4,5,6,7
Ensure mental health awareness, and strategies of resilience, are implemented in our personal development curriculum through Tutor time, LIFE lessons, assemblies and interventions.	Social and emotional learning is evidenced from the EEF as +4	1,2, 3, 5, 7

Expose all PP students to the Gatsby benchmarks, ensuring students can make informed decisions about their futures	Research has shown the importance of high quality careers advice in order to raise student's aspirations	1, 2, 3, 4, 6
Increase parental engagement for PP families	We will launch and embed a parent portal, which enables parents/carers to track key information such as praise and sanctions for their students. The EEf identifies good parent engagement can add +4	1, 2, 3, 4, 6
We will develop alternative strategies to suspension for PP students to keep them connected to educators	Will will use alternative provision, develop strong relationships with other academies for 'step outs', respite and managed placements for PP students who are not meeting the academy expectations. This will ensure learning can continue. PDC provision to support students who are at risk of suspension to ensure continued learning and bespoke support to target behavioural areas of concern.	1, 2, 3, 4, 5, 6
We will ensure the academy has a budget set aside for families facing financial hardship	This will help remove barriers for PP students attending school, such as free uniform, equipment, support with trips, free music lessons, access to IT etc	1, 2, 3, 4, 5, 6
External agencies will be used such as ISpace (counselling)	Social and emotional learning is shown by the EEf to be +4	1, 2, 3, 4, 5, 6, 7

and Educational Psychologists		
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Total budgeted cost: £ 518,039

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Area of Focus	Outcome for Disadvantaged Students
Progress of Disadvantaged Students (Reviewed for Academic year 2023/24, Due to progress measures being absent for 2024/25)	<ul style="list-style-type: none"> Progress over time has improved for PP students 2021/22 -0.60 compared to 2023/24 -0.40 an improvement of +0.2 Progress for PP students was significantly stronger than the National Average for PP students at -0.34 compared to a NA of -0.57 The internal gap between PP students and the National Average gap for PP students is significantly narrower at -0.32 compared to a NA of -0.74
Attainment of Disadvantaged Students	<ul style="list-style-type: none"> Attainment over time has improved for PP students 2021/22 29.1 compared to 2024/25 32.4 an improvement of 3.3 Attainment for PP students was inline with the National Average for PP students at 35 The internal gap between PP students and the National Average gap for PP students is narrower at -13.1 compared to a NA of 15.3
Disadvantaged Students Achieving 4+ and 5+ basics	<ul style="list-style-type: none"> The number of PP students achieving 4+ basic has improved over time from 2021/22 42% to 2024/25 47% The number of PP students achieving 5+ basic has improved over time from 2021/22 12% to 2024/25 28%
Ensure that disadvantaged students have equal access to the curriculum	<ul style="list-style-type: none"> The number of PP students following the Ebacc pathway have improved from 10% in 2021/22 to 19.0% in 2024/25
Improve the attendance and reduce persistent absence for disadvantaged students	<ul style="list-style-type: none"> Attendance for disadvantaged students remains an area of focus, with attendance over time being 85% this is an improvement of 3% compared to academic year 2021/22. Persistent absence of disadvantaged students also remains an area of focus, with PA over time being at 43%, this is an improvement of over 10% compared to academic year 2021/22

Reduce the higher tariff sanctions for disadvantaged students to be more in line with NA	<ul style="list-style-type: none"> Sanctions for Disadvantage student have reduced over time from 2021/22 to 2023/24 by over 10%
Overall Position Statement	
<p>Student progress data for disadvantaged students is strong when compared to national and we are on target to achieve the outcomes of the strategy. Attendance and suspensions remain a strategic focus, however PP spend has been adjusted to support these targets. Despite these challenges PP students at Outwood Academy Hemsworth are making stronger progress than their counterparts nationally. Our aim is that they make the same or better progress than non PP students nationally in the future.</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Ruth Miskin - Phonics	Ruth Miskin
Accelerated Reader	Renaissance
Lexia	Lexia Learning Systems LLC
1-2-1 Numeracy	Outwood Grange Academies Trust
1-2-1 Literacy	Outwood Grange Academies Trust
Specialist Numeracy TA	Outwood Grange Academies Trust
Specialist Literacy TA	Outwood Grange Academies Trust
Careers Advisors	Careers Inc
iSpace (wellbeing support)	iSpace
PC Jackson (PCSO)	West Yorkshire Police

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>	
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Last year we employed ISpace as a mentoring service available for students in need.</p> <p>We have a Bridge and Personalised Learning Centre (PLC) to support pastoral or personalised interventions</p> <p>Invested in CPD of staff to become Deputy Designated Safeguarding Leads, Mental Health First Aiders and ESBA practitioners</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service pupil premium children are achieving well, with good attendance and no concerns have been raised over their safety or mental health</p>