

Pupil premium strategy statement – Outwood Academy Hasland Hall

This statement details our school's use of pupil 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	837
Proportion (%) of pupil premium eligible pupils	32%
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)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	Annually
Statement authorised by	Ian Cooper
Pupil premium lead	Hayley Keenan
Governor / Trustee lead	Jon Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,584.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£268,584.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for our disadvantaged pupils to secure outcomes that support them to have the very best life chances. We are fully inclusive and have a relentless drive to ensure our disadvantaged students achieve the highest outcomes. The strategy we have put in place will support these students academically, socially and emotionally by outlining the high quality pastoral care that we provide for our students as well as the highest quality provision across a broad range of subjects with a laserlike focus on English and mathematical qualifications at level 2.

Our mission is to ensure 'all students thrive at Outwood Academy Hasland Hall'

Our first priority is to ensure the highest quality of teaching for all of our students; this priority does not differentiate between disadvantaged students and their non disadvantaged peers. What does differ is the breadth of support that is given to all students, which is bespoke and identifies individual needs to ensure our hardest to reach students also thrive.

We will provide high quality, bespoke interventions which are regularly reviewed to ensure they have high impact. This intervention may be wave 1, which will support students within the classroom or waves 2 or 3, which will be outside the classroom. As and when required, we will seek support from outside the academy to ensure no student is left behind.

All students will feel safe, supported and able to flourish. We will achieve this by removing any barriers to learning, having a relentless focus on high attendance and providing impactful support for our SEND students.

Challenges

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

Challenge number	Detail of challenge
1	PP students have weaker literacy skills when joining us in year 7 than their non PP peers this prevents them from making good progress.
2	PP students have weaker numeracy skills when joining us in year 7 than their non PP peers this prevents them from making good progress.
3	PP students as a group have lower attendance than their non PP peers this is alongside a higher average PA
4	PP students achieve a lower attainment 8 score than non PP students
5	PP students achieve a lower progress 8 score than non PP students
6	PP students achieve a lower Basics 5+ than non PP students
7	PP students achieve a lower Basics 4+ than non PP students
8	Reduce sanctions at all levels for students who are PP
9	Support the SEMH needs of students who are PP

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.

1. Improve outcomes for disadvantaged students, which will be achieved by securing a narrower gap between the outcomes for disadvantaged students and their non disadvantaged peers.
2. Improved reading ages - PP students will have a reading age that matches, or exceeds their chronological age. PP students will have reading ages that are aligned with the reading ages or their non PP peers. Students who have a lower RAG rating on the reading RAG will decrease as the extensive reading interventions have an impact.
3. Improved attendance for PP students - the gap in attendance and persistent absentee data will close when comparing PP students to their non PP peers.
4. Sanctions will reduce at all levels for PP students - oCloud behavioural data will show positive trends in sanctions at all levels. Suspensions will fall for PP students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,831.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A high emphasis placed on the wave 1, quality teaching and learning</p> <p>CPD on quality-first teaching based on the strategies that work with Pupil Premium students</p> <p>ACE, Route to Residential and high quality SEND practice implemented across the school to all staff</p>	<p>We are prioritising high quality 'wave 1' teaching for all students, with a laserlike focus on those from disadvantaged backgrounds.</p> <p>Strategies implemented are evidenced-based, often backed by the EEF, and have been proven to support student progress.</p> <ul style="list-style-type: none"> ● We support continued professional development (CPD) for all staff in the academy. Our weekly L&P (Learning and Performance) structure allows key elements to be evaluated and revisited throughout the year to effectively embed them ● Strategies to support young people who have suffered Adverse Childhood Experiences (ACE), Special Educational Needs and Disabilities (SEND and Social, Emotional and Mental Health (SEMH) and support trauma informed practices ● We regularly support staff with high quality training that empowers them to work effectively with our hardest to reach students; the basis for this training is collaboration across departments to ensure best practice is shared regularly ● We will continue our development of initiatives that drive the correct culture and reward students who are meeting our relentlessly high expectations; these include Year 7 and 8 - both have bespoke programmes focusing on academy conduct and expectations (ACE and Route to Residential) ● Ongoing support from Subject Directors and the Outwood Institute of Education (OIE) offers CPD tailored to subject areas and career-specific training for all staff. <p>Success criteria:</p> <ul style="list-style-type: none"> ● Outcomes at KS4 ● SLT learning walks ● Sanctions reduced at all levels ● Student voice ● Parent voice 	<p>1, 2, 3, 4, 5, 6,7</p>

<p>High quality interventions to support reading and ensure all students have reading ages in line (or above) their chronological ages</p> <p>CPD on effective strategies to support reading across the curriculum</p>	<p>Literacy skills are vital in ensuring that students can access the curriculum. These skills will empower students to achieve, not just in the academy, but throughout life.</p> <p>Interventions help to close the gap and narrow the divide in reading ages between PP students and their peers.</p> <p>Specific literacy programmes to identify gaps in literacy:</p> <ul style="list-style-type: none"> ● Weekly literacy RAG allows for thorough analysis of reading data at KS3 ● Fresh Start will be used to test those with the lowest level of reading age, providing support with phonics. Students will have a timetable of support from a specialist TA and weekly sessions to ensure they are confident and secure in these early building blocks. Progress is tracked and monitored throughout ● Continued use of Accelerated Reader, alongside access to MyOn, allows students to access reading out of school ● Rapid Plus is used to support students with below average reading ages but at a higher level than phonics need. These students have a timetable in which they access a specialist English tutor weekly delivering the programme. Lexia will also be used to support students with SEND needs. ● The fluency project is delivered through small tutor groups. This will support our PP students in developing their confidence in reading, as well as support fluency and comprehension skills to become proficient readers. <p>Success criteria:</p> <ul style="list-style-type: none"> ● Reading ages will improve and therefore access to wider material embedded, growing a love of reading for pleasure and wider reading around subject areas will develop ● Students feel more confident in their literacy skills, accessing opportunities to develop these skills beyond the classroom ● High quality teaching and learning seen across the school reflected in subject reviews. Staff feel confident in how to support students' needs 	<p>3,4,5,6,7</p>
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<p>Director support from OGAT made available to departments to ensure PP students make the required progress</p>	<p>As a Trust we are supported via a group of subject specialists (Subject Directors) with a proven track record of expertise. This specialist subject assistance in curriculum design, pedagogical best practice and additional capacity, enhances the educational experiences for all students, but in particular our PP students.</p> <p>This approach aligns with EEF research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students.</p> <p>Subject Directors will leverage their subject-specific expertise to enhance curriculum content and design. They will identify opportunities to infuse engaging and culturally relevant content that resonates with PP students' experiences.</p> <p>Subject Directors will provide guidance on effective teaching strategies, differentiated instruction, and the incorporation of evidence-based approaches that have proven successful in supporting PP students' learning. They will analyse student performance data to identify trends, learning gaps, and areas that require targeted intervention. This data-driven approach will inform the development of tailored strategies to address specific needs</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● Increased outcomes for students across the entire curriculum, especially in English and maths 	
<p>Praising Stars and the RAG sessions used to monitor student progress</p>	<p>High quality trust wide data collection tool that tracks achievement and behavioural data rigorously, thus allowing interventions to be assigned correctly and regularly recycled to drive progress and attainment.</p> <p>Weekly Y11 RAG sessions identify any learning concerns and create a whole school approach to all learning, identifying any concerns and gaps to boost learner performance and implement interventions.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● Increased outcomes for students across the entire curriculum but especially in English and maths 	

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

Budgeted cost: £161,150.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group work to provide bespoke support for PP students who are struggling in both lessons and with emotional regulation and behaviour.</p>	<p>To ensure that any student who is PP and is underachieving in English and / or maths is given one to one tuition to ensure they catch up with their non PP peers as quickly as possible.</p> <p>Reading interventions highlighted within the teaching section would also be founded from this section if they were required for PP students as an additional need to Non PP students.</p> <p>Other interventions for English and maths include:</p> <ul style="list-style-type: none"> ● Maths mentors ● After school interventions, ● One to one tutors, ● Director support. ● Homework clubs. <p>EEF toolkit identifies small group interventions that can accelerate progress by 4+ months.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● Improved reading age ● Increased outcomes ● Less sanctions including suspensions 	<p>1,2,3,5</p>
<p>Form time core subject sessions providing structured, bespoke intervention</p>	<p>PP students in English, Maths and science receive additional small group support by attending bespoke form time groups dedicated to key areas of core subjects. These sessions are driven by intensive gap analysis and the groups are regularly recycled to ensure the students are being targeted for the correct interventions at the correct times.</p> <p>The programme of form time support is designed to have immediate, high impact and are delivered by Heads of department and highly skilled year 11 teachers.</p> <p>EEF toolkit identifies small group interventions that can accelerate progress by 4+ months.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● Significantly higher outcomes. ● Improvements in both progress and attainment 	<p>1,2,4,5</p>

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

Budgeted cost: £75,203.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High skilled SEND and inclusion team to support all aspects of academy life with a specific focus on PP students which includes: Inclusion officer, SEND officer Attendance team Pastoral support officer and Learning Managers</p> <p>Daily calls home for absent students and home visits for students who are off for more than 3 days or if contact cannot be made</p> <p>Praise initiatives linked to improving attendance and punctuality</p>	<p>Early intervention so students are picked up faster when they are absent from school.</p> <p>Good attendance underpins everything at the academy.</p> <p>EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers.</p>	<p>4,6</p>
<p>Pastoral support officer</p>	<p>This member of staff has an integral role by supporting both the attendance and the deep support team, working closely with families who are not getting students into the academy and tackling lateness to the academy. Putting initiatives in place to support families but also to raise the profile of attendance within the academy and across the wider community.</p>	<p>3</p>

<p>Learning managers who target students who are PA or whose attendance is falling, which will include a report card that will track attendance of PP students who are PA</p> <p>Robust system of praise to recognise the importance of attendance</p>	<p>This support will be provided by a range of staff who have positive relationships with identified students, it will be part of the form tutor programme.</p> <p>EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers.</p>	3
<p>Enrichment clubs are in place to support and promote students social skills and wellbeing</p>	<p>Wide range of enrichment clubs are offered, which include a mixture of academic clubs and non-academic clubs.</p> <p>Outwood Honours programme supports personal development to ensure students are supported to succeed in all aspects of life.</p> <p>EEF Toolkit – Wider strategy used to support students wellbeing</p>	9
<p>Learning manager in place for each year group to support students from a non-academic perspective and ensure their safety and wellbeing</p>	<p>Learning managers support students to remove any barriers to learning; this can be in the form of lesson support, attendance support or emotional support.</p> <p>A large part of the Learning managers role is to promote a positive partnership between the academy and parents/carers.</p> <p>EEF Toolkit has demonstrated that positive parental engagement can accelerate student progress by 3+ months.</p> <p>EEF Toolkit – Wider strategy used to support - students behaviour and wellbeing by removing non-academic barriers.</p>	3, 4, 6, 7, 8,9
<p>Careers support for all students with specific focus on disadvantaged groups to raise aspirations</p>	<p>Careers programme which is designed to start careers activities from Year 7, trips and guest speakers will always work with PP students before their non PP peers.</p> <p>EEF Toolkit – Wider strategy used to support students</p>	9
<p>Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements</p>	<p>EEF Toolkit – Wider strategy to support students by removing non-academic barriers</p>	9

Total budgeted cost: £ 306,185.76

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment and progress of PP students is not in line with other students who are not eligible for PP funding, however this is a much improved picture when looking at the data of the lower year groups.

	A8	P8	5+ Basics	4+Basics
2024	39.02	-0.43	36.7	57.1
2023	33.07	-0.63	30.2	52.8

The table above does show that the gap between the PP students and the non PP students' outcomes have improved on all measures. The attainment 8 has increased as well as the outcomes for both English and Maths 4+ and 5+. The progress gap has also reduced. This is when we compare 2023 and 2024.

- Attainment 8 -improvement of 5.95%
- English and maths 4+ - Improvement of 4.3%
- English and maths 5+ - Improvement of 6.5%

This decrease in the gap between these two cohorts shows that the strategies outlined in this document in September 2022 have had an impact on the outcomes of our pupil premium students.

This is pleasing especially when we factor in that nationally outcomes have been realigned to 2019 (pre-covid) and hence there has been a drop in results nationally. The interventions and provisions that are in place for our students in all year groups will continue to reduce the gap between Pupil Premium and Non Pupil premium students in future years. The broad range of interventions that will be tailored and personalised to individual students' needs will continue to build on the success of 2024 and will allow the pupil premium students to continue to catch up to their non pupil premium peers. The academy sustained improvement plan highlights the need to continue reducing this gap in performance. The rigorous implementation of the plan allows leaders to ensure standards continually improve for all learners with disadvantaged students being a focus.

Externally provided programmes

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

Programme	Provider
Careers advice and guidance for all students with additional support implemented for PP and disadvantaged students	Progress Careers