OUTWOOD JUNIOR ACADEMY BRUMBY

PUPIL PREMIUM STRATEGY STATEMENT | 2025-26

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 effect that last year's spending of pupil premium had within our school. **This statement reflects the second year of implementation of our 2024 - 2027 strategy.**

Academy overview

Academy	Outwood Junior Academy Brumby
Number of pupils on roll (YR3-Y6)	443
No. & % of pupil premium eligible pupils	Number: 210 Proportion: 45.3%
Academic years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	1st September 2025
Date on which it will be reviewed	1st July 2026
Statement authorised by	Mr S Tait Academy Principal
Pupil premium lead	Mrs M Kirman Vice Principal
Governor / Trustee lead	Mrs P Codd Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,340
Recovery premium funding allocation this academic year	£0
Total budget for this academic year	£352,340

Pupil premium strategy plan

Statement of intent

Our aim is to eradicate the gap between disadvantaged and non disadvantaged. To meet this goal we must provide a first class Transformative Outwood Education where all learners are able to succeed, achieve and gain qualifications. We will prepare them for every next step to enable them to compete in society and ultimately contribute to the economy through meaningful employment.

Our philosophy makes us relentless in our shared focus on minimising the effects of disadvantage. We will always seek to improve our performance, adapting to the changes and challenges we encounter and seeking to remove barriers that limit student performance. We will be relentless in our ambition to address the barriers to learning that some of our most disadvantaged children face.

To achieve this we will ensure that we recruit and develop high quality colleagues who can best meet the needs of our students. Our academies will advocate for those who are disadvantaged to ensure they receive all the support they need on their journey through school. Ambitious academic targets will continue to be set. This creates an aspirant culture in which children and young people are inspired to succeed, irrespective of their background. This will go hand in hand with our continued drive to raise the expectations of the local community which we serve by placing a high value on the importance of education. Engaging with parents, carers and external agencies is critical in our work to break down and remove barriers.

Our strategy will ensure we remain creative and innovative in our approach to supporting our most disadvantaged cohorts. Our Transformative One Outwood Education Model focuses on the elements of great schools. We know attending a great school supports all children but has an especially positive effect on those who are disadvantaged. We place our knowledge rich curriculum as a core entitlement for all children educated within our academy and strive to ensure equitable access to assure every child's future life-chances and life-choices are supported through education. High quality pastoral and mental wellbeing support and wide ranging interventions will foster our inclusive culture. A culture where personal growth, effort, progress and achievement are valued.

We will maximise every opportunity within and beyond the school day to ensure every child is well supported to flourish especially those who are the most disadvantaged. This is our shared trust-wide vision to put children first, raise standards and transform lives.

Challenges

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

Challenge number	
1	Ensuring that all children are able to read age appropriately and that they develop a broad and rich vocabulary as a result of reading widely and often.
2	Ensuring that teaching and learning incorporates evidence based pedagogy to ensure that it meets the needs of all learners and as a result children know more and remember more.
3	Addressing lost learning, particularly in relation to English and Mathematics, which has occurred due to the pandemic and poor attendance.
4	Securing strong, regular attendance and punctuality - particularly as we return from the pandemic and periods of school closure.
5	Ensuring that provision for children's pastoral support, including behaviour, effectively addresses their needs so that they feel secure and safe and are therefore more likely to secure academic progress.
6	Fully engaging parents in their child's schooling so that education is a true partnership maximising opportunities both at home and school.

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
Children are able to read as a result of high quality phonics teaching and intervention.	At least 90% of all pupils will achieve the expected standard in the Y1 phonics screening each academic year.
The quality of teaching and learning, particularly in relation to the provision for disadvantaged children, improves over the course of the 3 year strategy.	Quality improvements evident through regular teaching and learning monitoring Improved outcomes each year of the strategy in English and Mathematics in all statutory assessments.
Pupils attend school regularly and on time.	The academy meets the attendance target and attendance improves over the course of the strategy. Persistent absence reduces over the 3 year period. Attendance target for 2025/26 is: 97%
Improved classroom behaviour as a result of positive intervention with targeted groups of children.	A reduction in fixed term suspensions. Zero permanent exclusions Reductions in the number of C4's issued within the academy consequences framework for managing behaviour.
Improved parental engagement.	% parents who would recommend the school increases over the 3 year period as evidenced by the annual survey. No. of parents attending key events (eg family learning; parents evenings) increases over the period.

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

'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'(EEF) . Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 185,728.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering a high quality synthetics phonics programme (RWI) in order to ensure that all children acquire age expected early reading standards.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches) EEF: **+4 months accelerated progress**	*1*
Provide ongoing teaching and support staff training in high quality phonics.	Well trained teachers of reading who have strong subject and pedagogical knowledge can have the most impact on pupil attainment and progress.	*1 & 2*
Provide ½ termly external review, challenge and support for the teaching of synthetic phonics. 1 x RWI Development Day 3 x English Hub Review Days 1 x Reading Leader development and training session	Work with the Outwood English Hub evidences that fidelity to the scheme and its delivery has the greatest impact on pupil progress. Ongoing focus reviews ensures that this is maintained and that ongoing CPD needs are identified and met.	*1*

Instructional coaching model will be implemented throughout the school giving teachers and support staff access to ongoing feedback in order to aid their development and improve quality first teaching. Our Vice Principal (Mrs Kirman) will lead on this strategy alongside the principal (Mr Tait)	Coaching will focus on fidelity to the academy's shared approach to pedagogy (the OGAT 5 Pillar model). Within this there will also be a focus on elements identified by the EEF as having high impact on pupil progress: Feedback: **+8 months accelerated progress** Collaborative Learning: +5 **months accelerated progress**	*2*
Provision of learning resources to support personalised resources for homework thereby ensuring targeted mathematics and literacy support.	The EEF found that pupils who were offered Accelerated Reader made **3 months' additional progress in reading** compared to other similar pupils. For pupils eligible for free school meals the figure was **5 months' additional progress**. Bespoke planners support pupils in managing homework and promote regular reading at home as well as effective home-school communication. Effective homework in primary schools can accelerate progress by **+2 months.** Year 6 revision materials are also provided for children to support ongoing homework and class teaching.	*2 & 3*

Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £43885.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver 'Fresh Start' RWI intervention to Y5 children who need further support with phonic decoding.	This strategy is an integral part of our approach to reading which is supported by the Outwood English Hub. The EEF are currently evaluating the programme and currently state that 'Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers' EEF: **+3 months accelerated progress**	1 & 3
Following each Praising Stars © and RAG cycle, children will be identified for targeted intervention programmes. A workforce of additional teaching assistants will deliver these programmes and impact will be evaluated and provision reshaped on a half termly basis.	Targeted small group intervention can have an impact of **+4 months accelerated progress.** The academy evaluates the impact of interventions in relation to pupil progress on a termly basis. The range of interventions used within the academy at the point of writing this statement includes: ● RWInc and RWInc Fresh Start ● HFL Reading Fluency ● Mastering Number ● Daily Readers (developing fluency) ● Pre-teaching ● 1:1 arithmetic and multiplication catch up ● Other targeted learning interventions for pupils working at a level below that of the academic year group of their chronological age.	3
One to One and small group tutoring will be provided throughout the academic year. This will provide identified children personalised support to mitigate against core learning in English and Maths which has been impacted upon by school closures during the pandemic.	Evidence indicates that one to one tuition can be effective, delivering approximately **+5 additional months'** progress on average. Our approach is to use the NTP and school led programmes to work alongside curriculum provision, specifically matched to pupil's progress within this. EEF Evidence suggests that short, regular sessions (about 30 minutes, three to five times a	3

	week) over a set period of time (six to twelve weeks) appear to result in optimum impact.	

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support

Budgeted cost: *£ 124,829.73*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two learning managers (Miss White and Mrs Collins) will be employed to provide pastoral support for children through a range of targeted social, emotional and behavioural interventions	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. The EEF evidences that **+3 months accelerated progress** can be made where interventions are targeted well. The Learning Manager works in conjunction with SLT to evaluate the ongoing impact of provision.	5
Learning managers will be trained in Emotion Coaching strategies which will then be implemented as a school wide approach to enabling children to recognise and manage their own emotions.	EEF research suggests that on average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of **+4 months' additional progress** on attainment.	5
Two safeguarding and attendance officers (Mrs Moore and Miss Power) will provide targeted support and intervention in order to secure strong, regular attendance and punctuality. As well ensuring a strong and robust package of systems and policies is supporting delivery of the attendance targets. Attendance awards will be used to continue to support the strategy, particularly in relation to securing strong attendance post pandemic.	Regular school attendance is essential in order to ensure that the wider disadvantaged strategy can be delivered effectively. Research (UCL 2020) concludes that reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.Improving communication with parents via text or email has been shown to be an effective way of reducing such absences.	4

Our Family and Community Support Strategy is focused on bringing families and communities together. All academies have a consistent core as well as a locally tailored, needs-driven offer which is	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Although parental engagement is seen as	6

focused on developing and enabling the home-school relationships to flourish. Our early family support and education provision are central to this work and is based around promoting five key elements: happy and achieving, happy and healthy, connected and respected, empowered and engaged and safe and supported.	challenging, where effective practice is embedded it can add **+3 months accelerated progress.**	

Total budgeted cost: £354,443.02

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Y4 Multiplication Check

	National Performance for Comparison			Academy Performance			Academy performance compared to national
	National Disadv.	National Non Disadv.	National Gap +/-	Academy Disadv.	National Non Disadv.	Academy Gap +/-	
% Expected standard	25%	37%	–12%	60%	37%	+23%	Academy disadvantaged significantly outperformed national non disadvantaged by 23%

Key Stage 2

	National Performance (2023) for Comparison			Academy Performance 2024			Academy performance compared to national
	National Disadv.	National Non Disadv.	National Gap +/-	Academy Disadv.	National Non Disadv.	Academy Gap +/-	
% Expected Reading	63%	80%	-17%	68%	80%	+12%	5% smaller than the national gap (17%)
% Depth Reading	18%	33%	-15%	29%	33%	–4%	11% smaller than the national gap (15%)
% Expected Writing	59%	78%	-19%	80%	78%	+2%	Academy disadvantaged outperformed national non disadvantaged. National gap (19%)
% Depth Writing	6%	16%	-10%	15%	16%	–1%	9% smaller than the national gap (10%)
% Expected Maths	59%	79%	-20%	76%	79%	–3%	17% smaller than the national gap (20%)
% Depth Maths	13%	29%	-16%	17%	29%	–12%	4% smaller than the national gap (16%)
% Expected RWM	46%	68%	-22%	61%	68%	–7%	15% smaller than the national gap (22%)
% High RWM	3%	10%	-7%	7%	10%	–3%	4% smaller than the national gap (7%)

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
Read Write Inc (& Fresh Start)	Ruth Miskin Training

Service pupil premium funding

No. of children qualifying for the service premium:	1 @ £350 per pupil
Total Service Premium:	£350

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning manager support dedicated to the emotional wellbeing and academic achievement of Service child.
What was the impact of that spending on service pupil premium eligible pupils?	It ensured the child settled well into school when they transitioned. Weekly learning manager catch up with the child to ensure they had an adult in school for support if needed. Friendship group work also took place when the child first joined the school to ensure they felt part of the school community.

Further information

In addition to the strategies, resources and training that will be implemented as part of this 3 year strategy, the academy's core provision will also benefit provision for disadvantaged pupils.

CORE PROVISION 1:

We ensure that there is an **effective core support team** with a focus on supporting disadvantaged children socially, emotionally and academically. In addition to the roles directly funded by the Pupil Premium and outlined within the strategy, the following also work with our children:

- **Educational Support Assistants**

Educational Support Assistants provide crucial support to children during lesson time. Our academy believes that children make greater progress as a result of instant feedback and support during lesson time and as a result pupil premium funding is used to ensure that all classes have access to a support assistant for all English and Mathematics lessons. Additional targeted intervention and support also takes place outside of this lesson time. High levels of support are in place to ensure that children make the best possible progress as a result of quality first teaching.

- **Subject Directors**

Our Directors are supernumerary teachers to the academy and often carry out educational achievement interventions in the end of key stage year groups (YR, Y2 and Y6). These teachers meet with the school on a regular basis (Achievement Meeting) to identify the learning needs of individuals; highlighting those at risk of underachievement and planning interventions accordingly.

Subject Directors are experts in their discipline and support the work of all teachers in the academy through the delivery of regular training and development as well as moderating the teacher assessments within the school. They focus on ensuring the curriculum meets the needs of all children and the quality of teaching, learning and assessment is of a high standard throughout the academy.

Our subject directors are **Mr McGarry (English), Mrs Vickers (Maths), Mr Andrews (Curriculum). Mr Rigby (SEND) and Mrs Gray/ Mrs Hudson (Early Years)**.

We also have four teacher coaches who support the school: **Miss Parr (EYFS), Miss Hudson (KS1) Mr Horran (KS2) and Mrs Asghar (KS2) and Miss Wakefield.**

KEY PROVISION 2:

An effective **suite of support strategies and interventions** within the curriculum :

- Revision sessions are held at regular intervals throughout the year for those children in Year 6. Sessions are provided within the Academy day as well as evenings, and during school holiday time.
- Revision resources are provided for year 6 children to support their preparation for the end of Key Stage tests.
- All children have access to 'Accelerated Reader' to support their personalised reading provision and development
- 121 intervention post holders support children in English and Mathematics.
- Additional teaching assistant support has been allocated across the academy according to intervention needs.
- A same day intervention approach to the teaching of mathematics has been implemented to ensure that as many children as possible develop age related mathematical progression on a daily basis.
- Focused phonics groups in Key Stage 1 support the development of early reading as well as speech and language skills. Additional intervention is targeted towards this key developmental milestone.
- We ensure a higher than required child-adult ratio in our early years settings, as well as targeted interventions, in order to ensure better than

expected progress across the phase within the whole Early Years Foundation Stage curriculum.

KEY PROVISION 3:

Ensuring that there are **no financial barriers** to children's engagement with the academy, its curriculum and extended enrichment opportunities:

- Children who qualify for Pupil Premium are also supported with music lessons and contributions towards equipment and trips to enhance their learning experience whilst at the Academy.
- Subsidised access to extracurricular residential visits.
- All children are given a free uniform on joining the academy. Children who qualify for pupil premium are also given additional funding to support the purchase of uniform. This removes discussions about uniform from our day-to-day practice, allowing us to focus purely on learning.

KEY PROVISION 4:

Providing a culture of **achievement, praise and celebration** in order to ensure **high self-confidence, self-believe and aspirations**:

- Our regular programme of awards celebrates achievement across all year groups and across all areas of the curriculum. These awards promote the belief that every child has a talent and every talent should be celebrated. Children tell us that these awards motivate them to work hard to achieve their potential and be recognised for their talent.
- Our weekly assemblies support our focus on the 'Model Learner' – promoting key skills and qualities such as resilience, confidence, communication, collaboration etc. Weekly awards for displaying 'Model Learner' skills promote the development of the whole child as a learner.