

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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.

School overview

Detail	Data
School name	Outwood Academy Hasland Hall
Number of pupils in school	790
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ian Cooper
Pupil premium lead	Hayley Keenan
Governor / Trustee lead	Pat Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,000
Recovery premium funding allocation this academic year	£40,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£302,000

Part A: Pupil premium strategy plan

Statement of intent

Outwood Academy Hasland Hall is a fully inclusive academy that puts a strong emphasis on every student achieving their very best. This strategy will support students to have the best life chances, this is not exhaustive to them achieving the best academic qualifications but also to leave the academy with the skills that will support them to be successful throughout life.

We aim to ensure the highest quality teaching is received in the classrooms as well as high quality intervention outside the classroom. We will provide outstanding support for students' wellbeing and promote positive behaviour. Our priority is to ensure all our students (including our pupil premium students) make good progress and thrive in an environment where they feel safe and able to succeed. This will be achieved by removing any barriers to learning. Attendance is key, if students are not in school we cannot intervene to support them.

The key principles for our strategy are to include our Pupil premium students in every aspect of school life. We will support them to achieve through high quality teaching, attendance, intervention, SEMH support and behavioural support. The academy as a whole will work tirelessly to ensure that any barriers to learning are removed to allow each child the best opportunity to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Cohort data shows that PP students enter the academy with lower than expected standard literacy.
2	Cohort data shows that PP students enter the academy with lower than expected standard numeracy.
3	PP students as a group have significantly lower attendance than their non-pupil premium peers.
4	PP students achieve lower outcomes, this is in terms of 5+ basics, 4+ basics
5	PP students achieve a lower overall progress 8 figure. This reflects lower outcomes across the broad spectrum of qualifications they study.
6	PP students accumulate more negative behaviour points than their peers. Exclusion are too high for pupil premium students

7	Support the Social Emotional Mental Health of PP students to support the challenges see above numbers 1-6.
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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
To increase the literacy to address the underachievement from ks2.	Year 7 PP students will make at least the same progress in English as students who are non pp. Data for year 11 outcomes in English (4+ and 5+) will show a PP students achieve in line with non pp students.
To improve the reading ability for all students.	Increase in students reading ages across year 7 and 8. Narrowing the gap towards age related expectations allowing PP to access the wider curriculum more successfully.
To increase the numeracy skills to address the underachievement from KS2	Year 7 PP students will make at least the same progress in Mathematics as students who are non pp. Data for year 11 outcomes in Mathematics (4+ and 5+) will show a PP students achieve in line with non pp students.
PP students will have outstanding attendance irrespective of the non pupil premium attendance	Attendance will exceed the national average for PP students. Data from 20-21 shows a gap of for whole school attendance comparing PP and Non PP.
Persistent absence of PP will decrease.	Attendance data will show a significant reduction in the PA figure for PP students. Data from 20-21 shows a gap for PA when comparing PP and non PP.
Increase the progress 8 outcomes for pp students to show achievements across all subjects	Progress 8 adata will evidence PP students achieve in line with non PP students.
Suspension for PP students will decrease.	PP students will receive personalised support which may include support from external agencies to ensure they can access learning and thrive in lessons. Packages will also include support for mental health and wellbeing.
Identify required SEMH support across the academy, developing timely interventions to ensure our students develop resilience and a love of learning across the whole curriculum.	Provide an inclusive, supportive culture that focuses on students thriving in lessons. This support will utilise bridge and PLC to ensure that students are given the skills and tools they need to be successful in lessons. This support will extend to students and their families as required.

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: £96,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Weekly high quality CPD that supports all aspects of quality first teaching.</i></p> <p><i>Additional CPD for ITT'S, NQT's and ECT'S.</i></p>	<p>weekly CPD delivered to all staff focusing on a wide range of different aspects of curriculum, SEND, teaching and learning.</p> <p>Regular opportunities to share good practice across departments and within departments. The success of this CPD is measured by student outcomes and staff performance management.</p> <p>EEF Toolkit - Ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	1,2,3,4,5,6
<p>Use or reading initiative such as accelerated reading to ensure that the reading ages of all our students increases.</p>	<p>Accelerated reading will be a key drivers in making 'every child a reader'</p> <p>The success of this will be measured by the improvement in the reading ages of our students.</p>	1,4,5
<p><i>Use of Numeracy activities and Maths mastery to improve numeracy skills for all students.</i></p>	<p>All Mathematics lessons are taught to develop problem solving, mathematical reasoning, develop resilience, independence, and reasoning to apply knowledge to unfamiliar problems. Focus on numeracy skills that prepare our students for life.</p> <p>Mastery approach in lessons develops Mathematical thinking, fluency, language. This will maximize numeracy skills in lower years and translate to higher outcomes in Year 11.</p>	2,4,5
<p><i>Director support within English, Maths, Science, Humanities, MFL, performing arts.</i></p>	<p>Outstanding practitioners who work across the trust provide strategic and hands-on support to ensure the curriculum, assessments, teaching and learning within subjects is outstanding.</p>	1,2,4,5,

	<p>These key leaders teach classes, provide leadership support and promote collaboration across multiple academies to drive rapid, sustained improvements.</p> <p>EEF Toolkit - Ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	
<p><i>Staff specific CPD to be tailor made to support staff who need a more personalised approach</i></p>	<p>Support packages such as coaching, team teaching, learning walks will all be put in place for staff who need support in specific areas of teaching and learning. Regional Vice Principal for Deep Learning will work alongside the Ap for deep learning to identify need and tailor make support packages, these will be regularly reviewed to ensure staff at all levels are supported.</p> <p>EEF Toolkit - Ensuring an effective teacher is in front of every class and every student. Teachers are supported to constantly improve.</p>	1,2,4,5

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

Budgeted cost: £126 840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To implement 1-2-1 support interventions in English, maths and science to support positive outcomes. These sessions target any underachieving students (including PP) to maximise outcomes.</i></p>	<p>1-2-1 tutors support students who are working below age related expectations. This rapid intervention quickly fills knowledge gaps allowing students to catch up in core subjects but also supporting their progress in other subjects by consolidating basic skills in literacy and numeracy.</p> <p>EEF toolkit identifies 121 tuition is a tool that accelerates progress by 5+ months. Leading to significantly higher outcomes.</p>	1,2,4,5

<p><i>Form group interventions targeting PP students in English Maths and science.</i></p>	<p>These small groups comprise of students who have gaps in particular areas, they are recycled every 6 weeks to ensure students are given short term tailored interventions that are designed to have an immediate impact. These Form group interventions are led by heads of department and other outstanding core subject teachers.</p> <p>EEF toolkit identifies small group interventions that can accelerate progress by 4+ months. Leading to significantly higher outcomes.</p>	<p>1,2,4,5</p>
<p><i>Bespoke programmes throughout many curriculum areas to minimise gaps in learning and consolidate prior knowledge.</i></p>	<p>First wave teaching is regularly shaped following analysis of data to ensure all students receive the correct support at the correct time. This quality first teaching is alongside numerous initiatives that support students to excel. Examples include:</p> <ul style="list-style-type: none"> ● Maths mentors ● After school interventions ● Focus Friday revision, ● homework clubs, ● Lunchtime revision ● Dining room activities <p>EEF toolkit - targeted academic support to improve progress and outcomes</p>	<p>1,2,4,5</p>
<p><i>Revision materials provided to students to ensure they are fully supported in line with non pp students.</i></p>	<p>Revision guides, information booklets, revision sheets and high quality resources are provided to support students to revise out of the academy.</p> <p>Information evenings and parents evening provide support with revision techniques, free resources and clear guidance to ensure revision is made easy for students. Homework clubs and access to IT after school ensure all students have a suitable place to revise within the academy if this is their preference.</p> <p>Revision sessions will also be provided during the holidays.</p> <p>Year 11 students will also have access to online revision packages such as Sprax maths and GCSE pod to support their revision at home.</p> <p>EEF toolkit - targeted academic support to improve progress and outcomes</p>	<p>1,2,4,5</p>

<i>SEND team focus on supporting PP students across the curriculum.</i>	EEF toolkit - targeted academic support to improve progress and outcomes	1,2,3,4,5,6,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £111 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer monitors the attendance of PP and intervenes to support parents to improve attendance and challenge PA of all students.</i>	Attendance data will be regularly analysed to identify areas of concern. Interventions such as home visits, attendance contracts, daily reports, weekly attendance meetings with our Attendance officer and learning managers to put interventions in place.	3
<i>Form time initiative 'attendance matters' drives an improvement in attendance for all students highlighting pp students and monitoring any decline.</i>	Attendance is driven across the whole academy via the 'attendance matters' initiative. Attendance boards are up around the academy and rewards are given to the highest attending forms in each year group. Attendance stickers are in every student's planner to promote a dialogue between staff, students and parents/carers about the importance of having outstanding attendance. EEF outlines the importance of engaging parents with attendance dialogue.	3
<i>Calendar of enrichment activities promotes students social skills</i>	Attendance to enrichment is tracked in terms of whole academy attendance and the attendance of PP students to enrichment. Enrichment calendar will be regularly reviewed taking feedback from student voice. EEF toolkit - wider strategy used to support students	1,2,3,4,5,6,7
<i>Inclusion team and Bridge support is available to any PP students who need additional academic or pastoral guidance.</i>	Weekly inclusion meetings take place between the inclusion team and learning managers to ensure a rapid response to all students SEMH needs. EEF toolkit - wider strategy used to support students	1,2,3,4,5,6,7 Particularly 6,7

<p><i>Learning managers support all students to achieve outstanding outcomes.</i></p>	<p>All year groups are supported by a learning manager who deals rapidly with any [pastoral, academic or personal issues that may present barriers to learning.</p> <p>EEF toolkit - wider strategy used to support students</p>	<p>1,2,3,4,5,6,7</p>
<p><i>Raising aspirations - Careers support given to all students to raise aspirations. Calendar focusses on PP students in the first term.</i></p>	<p>Careers inc provide a weekly service to support students in making informed decisions about education, training, apprenticeships beyond KS4.</p> <p>EEF toolkit - wider strategy used to support students</p>	<p>1,2,3,4,5,6,7</p>
<p><i>Counselling services available to students as required.</i></p>	<p>Wider agencies are used as needed to ensure all our students receive the correct support either in the academy or out of the academy, this includes counselling services, school nurse, CAMHS.</p> <p>EEF toolkit - wider strategy used to support students</p>	<p>1,2,3,4,5,6,7</p> <p>Particularly 7</p>

Total budgeted cost: £ 335,220

Part B: 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 2020 to 2021 academic year.

The following table details the impact of the pupil premium intervention on supporting student outcomes from 2020-2021.

	2019-2020 (Centre assessed grades)			2020-2021 (Teacher assessed grades)		
	PP	non-PP	Gap	PP	non-PP	Gap
% Achieving 5+ English and Maths				16.7%	58.8%	42.1%
% Achieving 4+ English and Maths				60.4%	78.9%	18.5%
Average progress 8 score				-0.61	0.31	0.92
Average attainment 8 score				37.93	53.69	15.76

We are not in a position to make a comparison to the previous years data to assess the impact of our pupil premium strategy as we only took over the leadership of Outwood Academy Hasland Hall in May of 2021.

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
Careers advice and guidance for all students with additional support for PP and disadvantaged students	Careers Inc

Service pupil premium funding (optional)

No service students were on roll at Outwood Academy Hasland hall.

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Every week we hold an after school meeting where all key stakeholders (SLT, heads of department, learning managers, inclusion staff, attendance staff) discuss all year 11 students. The purpose of these meetings is to discuss all aspects of the student from academic progress and attainment across all qualifications to barriers to learning, attendance, interventions. Issues raised in these meetings are quickly actioned to respond rapidly to student needs.

Every 6 weeks a robust system of reporting assessment data is carried out. This system is extremely thorough and incorporates data collection, intervention discussions and standardisation of assessments across all year groups.

This system is called Praising Stars©