

Pupil premium strategy statement Outwood Academy Hasland Hall

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	786
Proportion (%) of pupil premium eligible pupils	267.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	21 st December 2022
Date on which it will be reviewed	December 2023
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	£263,488
Recovery premium funding allocation this academic year	£74,658
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£338,146

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 best chances in life. We are fully inclusive and have a relentless focus on every student achieving their best possible outcomes. The strategy we have put in place will support these students academically, emotionally and pastorally so they can thrive in all aspects of their education.

We aim to ensure the highest quality of teaching is received in the classroom, this is alongside the best possible intervention outside the classroom. This, aligned with high quality, personalised support for students' wellbeing will ensure all our students (including our pupil premium students) make at least good progress and thrive in an environment where they feel safe, supported and are able to flourish.

We will achieve our aims by removing any barriers to learning, having a relentless focus on high attendance and providing impactful support for our SEND students.

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 initiatives and first class 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	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 exclusion 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.

Intended outcome	Success criteria
Increase numeracy and literacy skills for students during Key stage 3 to achieve a higher percentage of 5+ grades for PP students in English and Maths by the end of Key stage 4.	During year 7 the gap between PP and other students will close when looking at attainment data for Maths and English. This will ensure that by year 8 PP students are better prepared to achieve in line with other students.
The gap between PP year 11 student's outcomes and non PP in Maths and English will close when compared to the results achieved by these two cohorts in August 2022. This is in relation to progress 8 scores, attainment 8 scores as well as basics at level 4+ and basics at level 5+	PP students to receive more allocated, bespoke interventions. These will include form time interventions, director support and targeted enrichment sessions. As well as one to one tuition from subject specialist tutors.
Attendance rates for students who are PP are below students who are not PP, this impedes their progress.	Increase the attendance of all PP students in line with (or above) national average for PP students, this will be achieved by a range of attendance initiatives such as 'attendance influencers' and 'attendance matters' these strategies focus on all students but where PP attendance is a concern will spotlight these students.
Identification of SEMH support across the academy for students, developing timely interventions to support PP who lack resilience and find self-regulation a challenge.	The success of these support packages both within school and following the involvement of external agencies will be measured by; increased attendance, a reduction in behaviour issues and a reduction in suspensions from the academy for PP students.

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: £108,207 (32%) of total income

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to be provided to staff to support them to provide quality first teaching to students	CPD programme designed to equip all staff with the skills required to deliver high quality lessons to all students. Regular opportunities to share good practice with other colleagues to meets the needs of all the learners in their care. More impactful teaching to ensure progress is rapid for all students but also to ensure no child gets left behind. Weekly CPD for ITTs / ECTs which	1, 2, 3, 4, 5

	<p>is supported by the Outwood institute of education.</p> <p>Teachers are supported to effectively meet the needs of PP students but are also held to account if they are not doing so.</p> <p>PP students to be identified on seating plans.</p> <p>EEF Toolkit - Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving</p>	
Director support for planning, delivery and intervention providing structured support.	<p>Maths, English and Science directors are in the academy for between 1 and 2 days per week. They work alongside teaching staff to improve the quality of teaching and learning but also support the HOD to develop outstanding leadership to the department.</p> <p>They also work with key Year 11 students who need extra support.</p> <p>EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.</p>	1, 2, 5
Students in year 11 have additional support in the form of extra hours of curriculum time for English, Maths and Science.	<p>The timetable is constructed to offer additional curriculum time for English, Maths and Science where students require additional support to achieve basics 4+ or basics 5+.</p> <p>Time is also allocated for students to have bespoke time during form time to focus on areas of English, Maths and Science that they require additional support with.</p> <p>This extra time for the core subjects boosts both attainment and progress.</p>	1, 2, 4, 5

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

Budgeted cost: £142,021 (42%) of total income

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use small group work, 1:1 support and targeted intervention to support PP students who are underachieving.	<p>We want to ensure that any PP student who is underachieving in English and/or Maths has access to 1 to 1 support. This has been proven to accelerate the progress of students greatly.</p> <p>The Miskin programme supports students by identifying and removing barriers to reading. This has an impact on all areas of the curriculum.</p>	1,2,4,5

	<p>First wave teaching is regularly shaped following a forensic analysis of data to ensure the correct interventions are put in place for students in a timely manner. These interventions may include:</p> <p>Maths mentors, after school interventions, focus Friday revision, homework clubs, lunchtime revision, dining room activities.</p> <p>EEF toolkit states that targeted academic support improves progress and attainment.</p>	
Form time and additional Option core subject sessions providing structured, bespoke intervention	<p>PP students in English, Maths and science. 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. Targeted academic support to improve progress and attainment</p>	1,2,4,5
TA support for students as a combination of 1:1 support in class and also small group support on interventions.	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,4,5,6,7
Online based programmes to support learners out of school in the form of ‘Sparx’ for Maths and ‘GCSE pod’ for Science	<p>To support PP to access online platforms, IT equipment and clubs (afterschool) will be offered to ensure PP have the same access to these packages as other students.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment</p>	1,2,4,5,6,7
Revision materials provided to students to ensure they have equal opportunities to others.	<p>To ensure that PP have access to the correct revision materials and have the support to ensure they can study independently at home.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment</p>	1,2,4,5,6,7
To implement a peer reading programme where older students mentor younger students.	<p>Extra reading will accelerate students’ progress not just in English but across the curriculum. Peer reading can not only boost the literacy skills of the younger students but also helps the older student to build confidence in reading.</p>	1,4,5

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

Budgeted cost: £125,114 (37%) of total income

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise the inclusion officer, SEND officer and Attendance team to target PP students and are in danger of becoming PA or who are already PA.</p> <p>Pastoral support for PP students via learning managers, SEN support.</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 100% attendance.</p>	<p>Early intervention so students are picked up faster when they are absent from school.</p> <p>Good attendance underpins everything at school.</p> <p>EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers</p>	4,6
<p>PA mentors to target students who are PA or whose attendance is falling. This will include a report card that will track attendance of PP students who are PA.</p>	<p>This support will be provided by a range of staff who have positive relationships with the 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>EEF Toolkit – Wider strategy used to support students wellbeing</p>	9
<p>Attendance team run break time detentions for student who are late to the Academy, this supports students to recognise the important of being on time but also provides a mentor from the attendance team.</p>	<p>To promote and encourage good attendance and punctuality as it boosts academic performance but is also essential if these students are going to go on and be successful in further education or employment.</p> <p>EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers</p>	3
<p>Deep Support team to lead on Wellbeing for students and staff in the Academy</p>	<p>Improve the wellbeing of both staff and students to ensure Mental health and wellbeing is at the forefront of everyone's mind.</p>	9

to raise awareness and highlight support available.	EEF Toolkit – Wider strategy used to support students (and staff) wellbeing	
Inclusion team to provide bespoke support for students who require additional support due to SEMH needs, behaviour modification support.	Improving the engagement, attendance and resilience that PP students show towards their learning. EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	8,9
Learning Manager in place for each year group to support students from a non-academic perspective and ensure their safety and wellbeing	Learning managers support students to remove any barriers to learning, this can be in the form of lesson support, attendance support or emotional support. A large part of the Learning managers role is to promote a positive partnership between the academy and parents/carers. EEF Toolkit has demonstrated that positive parental engagement can accelerate student progress by 3+ months. EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	3, 4, 6, 7, 8,9
Careers support for all students with specific focus on disadvantaged groups to raise aspirations	EEF Toolkit – Wider strategy used to support students	9
Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements	EEF Toolkit – Wider strategy to support students by removing non-academic barriers	9
Counselling services available to students should they be required	EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers	9
External intervention providers to support student behaviour, wellbeing and SEMH and reduce exclusions	EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers	8, 9

Total budgeted cost: £375,342 should total around 111% of income

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupils eligible for the Pupil Premium	Pupils not eligible for Pupil Premium
% Achieving 5+ in both English and Maths.	28.9	65.4
% Achieving a 4+ in both English and Maths	42.2	79.8
Average progress 8 score	-0.62	-0.26
Average attainment 8 score	34.01	54.03

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. This is a result of all the interventions and support put in place for our PP students across all year groups. Due to the impact of the pandemic (and a lack of data for this academy from 2019) we are yet to see this improving picture translate to improved outcomes for year 11 but the data for current year 11 and lower years groups shows that the attainment and progress of our PP is improving. The gap between students who are eligible for PP and the students who are not eligible in terms of achieving 4+ basics and 5+ basics and when looking at the attainment 8 measure is already smaller than it was in August 2022 and the strategies outlined in this document will further reduce that gap.

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 (or recovery 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	Careers First

Further information (optional)

All Year 11 students, including Pupil premium students are discussed extensively at our weekly achievement meeting. The focus of this meeting is to drive attainment and progress for all subjects with a particular spotlight on English, Maths and Science.

All students, including Pupil premium students are discussed extensively at our weekly inclusion meeting (years 7-11) this is an opportunity for all key stakeholders (attendance, pastoral, SLT, SENDCO) to share concerns, successes and update each other around any safeguarding concerns, follow up from parental meetings. The aim of the inclusion meeting is to share high quality information that is used to quickly put personalised support in place for students who are vulnerable or who are struggling for a variety of reasons.