

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Adwick
Number of pupils in school	1128 (Years 7-13)
Proportion (%) of pupil premium eligible pupils	36.90% (Y7-11) 17.20% (Y12-13)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	15.12.2024
Date on which it will be reviewed	01.09.2025
Statement authorised by	Mr A Scruby/ Mrs V Gray
Pupil premium lead	Miss R Bawamia
Governor / Trustee lead	Mrs J Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395.862
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	£395.862

Part A: Pupil premium strategy plan

Statement of intent

The academy puts a significant emphasis on inclusivity to ensure all students can access the curriculum and achieve the very best and beyond, throughout their secondary education. This has been recognised in the recent Inclusion Quality Mark - Centre of Excellence July 2023/24. 'Across the school week, a range of interventions are well planned, expertly delivered and lead to successful outcomes at Outwood Academy Adwick for a number of students. This strategy aims to support students who are disadvantaged and to reduce the national gaps between students who are eligible for pupil premium and those who are not.' We are huge advocates of supporting students academically and pastorally which includes their emotional wellbeing and mental health, with invaluable support from our parents and carers.

Effective teaching across the academy ensures that students make at the very least good progress. Students develop detailed knowledge, skills and understanding across a broad and balanced curriculum and as a result, achieve well. By ensuring students receive high quality teaching and learning, interventions outside of the curriculum, and support for their social, emotional and mental health, we provide the best life chances for them. Our key principle is to ensure all our students (including disadvantaged) learn and enjoy coming to school; thus removing any potential barriers that may stop a student from achieving. We continually review and intervene where appropriate, linking into attendance, bespoke interventions, SEMH and behaviour support, where appropriate. Regular Academic and literacy RAGs allow early intervention and we provide enrichment activities beyond the timetabled curriculum which not only develop a student's cultural capital but also continue to narrow the attainment gap.

A particular area of focus is improving the performance of disadvantaged students. Middle leaders analyse student outcomes after every Praising Stars cycle to identify students who are at risk of underachieving. By utilising a systematic approach of identifying these students, then putting in place robust intervention strategies such as; 1:1 tuition, after school enrichment for creative or academic purposes; subject specific tutor groups; mentoring support, bespoke online learning platforms (e.g. MathsWatch) we can support them in consolidating their understanding and review the impact of the interventions over time. This will either guide future interventions or allow the focus to be shifted to other students and areas required. In addition, the Trust produces and shares online masterclasses for all GCSE subjects to further support learning beyond the classroom. Subject leaders along with Directors identify gaps in knowledge through robust question level analysis and small group withdrawal is then put in place without delay. Additional revision sessions are provided during half term breaks as well as paper holiday resources being issued to give students opportunities to carry out home learning.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress on entry. The academy has identified that we are in a demographic dip for literacy and numeracy skills, therefore a comprehensive literacy programme is in place to support reading and comprehension.
2	Numeracy skills entering Year 7 are slightly lower for students who are eligible for PP than for other students, which may prevent them from making good progress on entry. A clear focus on schemes of learning and the quality of teaching of Maths remains a key priority this academic year.
3	Attendance rates for students who are PP are below the 95% benchmark, which reduces their number of school hours and as such impedes their progress. However, further work is still needed to improve this. Reduce PA % for those that are disadvantaged. Parental engagement in some cases presents a barrier, with community issues affecting attendance rates to the academy.
4	Development of students' resilience and SEMH concerns. Both present barriers for some students.
5	Continue to improve Grades 5+ and 4+ in English & maths through targeted intervention to support future life chances and progression to Further Education.
6	GCSE to A Level & L3 course transition (including the new T Level qualification) and Higher Education aspirations. PP students need more support in transition and support with resources such as textbooks & journals for courses. Weekly guidance sessions promote Higher Education & give information on how students can access courses and funding on their courses. Trips & visits as well as guest speakers also focus on raising the aspiration of PP students. The transition to sole T Level provision from September 2025 is a key focus for staff and working with secondary schools across the borough to ensure students have bespoke and robust IAG is a focus for the Post 16 and Year 11 teams.

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
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<p>Students improve their literacy skills during Years 7 and 8 to achieve 5+ or better in English in Year 11.</p>	<p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that as an average at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using Praising Stars © English assessments in December, April and July. Further evidence will be provided through the literacy RAG, Year 11 RAG and star test data.</p>
<p>Reading- students to develop their ability to read across all areas of the Curriculum to raise overall attainment</p>	<p>Incremental increase in students reading ages predominately across Years 7 and 8, narrowing the gap towards age related expectations and the ability to access different texts across the curriculum with more confidence.</p>
<p>Literacy Specialist TAs systematically intervene with students below average reading ages, lower literacy levels using bespoke programmes of support.</p>	<p>Students move through the Fresh Start Programme enabling them to become confident readers and being able to access all parts of the curriculum. In turn, students access a Knowledge Rich Curriculum and excellent outcomes in Year 11.</p>
<p>Students improve their numeracy skills during Years 7 and 8 to achieve positive progress in Y11. Through focus on teaching for understanding and a focus on reasoning and problem solving. This supports rapid progress in later years. A new mastery curriculum has been developed with trust directors to ensure schemes of learning remain fit for purpose and lead to better outcomes in Year 11. As well as the introduction of the Maths Matters initiative to ensure Maths is everywhere across the academy.</p>	<p>Pupils eligible for PP in Year 7 and 8 meet or exceed their expected outcomes in line with non PP students.</p> <p>Confidence and attendance in PP students increases.</p> <p>Praising Stars data information in December, April and July, and most notably the last two years of Y11 outcomes.</p>
<p>Numeracy Specialist one to one tutor systematically intervenes with students who are in need of developing their basic maths ability. Progress of these students is regularly reviewed and interventions are systematically recycled through Praising Stars standardisation and Year 10 and 11 RAG meetings</p>	<p>Progress monitored by PS assessments / teacher assessment of effort and attainment and gap between PP students and non PP students closing.</p>
<p>Increased attendance for all students that are eligible for PP. Alongside access to the wider curriculum to enrichment activities; both creative and academic.</p>	<p>Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves to become in line with the government benchmark.</p>
<p>Identification of SEMH support across the academy for students; developing timely interventions that fosters resilience and becoming lifelong learners. Achievement of</p>	<p>Provide a supportive culture, ethos and environment that can bridge emotional support and wellbeing to our families and students. Development of external</p>

the Inclusion Quality Mark, Leeds Carnegie Award, Fortis Therapy and Me in Mind programme.

interventions and tiered support programmes to engage disadvantaged 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: **£180,862**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Optional CPD on quality first teaching (compulsory for all ITTs and ECTs)</p> <p>Dedicated teaching and learning CPD at weekly whole staff meetings to ensure high quality first wave teaching and learning</p>	<p>Weekly CPD programme created to equip all staff with a variety of skills and resources to deliver high quality teaching to all students. Staff have the opportunity to share best practice with colleagues to meet the needs of all students in their care. The success of this will be measured through the Performance Management process and outcomes of the students as a result of the teaching and learning taking place.</p> <p>Weekly CPD has focused on high quality questioning and development into participation ratio in order to ensure that all students are making progress in lessons. There continues to be a huge push on the use of collaborative learning. Research has found that the use of collaborative learning develops student achievement, critical thinking, social interaction, communication and self confidence. These are skills we want to instil in all students. The introduction of the Five Pillars of Learning is embedded in every lesson to give teaching and learning purpose and a clear structure (Clarity of Learning Intentions, Recap and Recall, New Information, Practice and Feedback). More emphasis given to department time to plan, implement and review quality of teaching and learning across all subjects and departments.</p> <p>Resources are shared weekly on the Adwick intranet as well as via email to support all students. Resources have included: question matrix, collaborative learning structures, retrieval activities and AFL activities.</p> <p>We continue to drive The Adwick Way and this remains a regular focus each week in staff CPD. These activities and routines are designed to support all students so that no learning time is wasted and to support engagement for all as well as providing students with a consistent approach across the academy so they know what to expect in each and every classroom they enter.</p>	<p>1,2,3,4, & 5</p>

<p>Use of Reciprocal Reading to be consistent in the classroom.</p>	<p>CPD provided in whole school training to allow Reciprocal reading to be embedded into all lessons. The success of this will be measured through the Performance Management process and outcomes of the students as a result of the teaching and learning taking place. Star Reading assessment will be used to assess Years 7-9. The use of reading rulers and tracking the text is embedded in all areas of the curriculum to ensure this is consistent and develops good habits amongst all learners. All students continue to access Accelerated Reader during Key Stage 3 English lessons as well as the immersive reading programme within lessons and tutor time. This is planned and led by an English specialist and aspiring leader working with the Deep Learning team.</p>	<p>1,3,4</p>
<p>Consistent use of Numeracy activities & Teaching for Understanding</p>	<p>All lessons are taught for pupil understanding and are designed to enable students to: Develop problem solving, mathematical thinking, resilience, independence, reasoning to apply knowledge to complex problems and prepare for future life. Develop fluency and understanding to prepare students for GCSE and beyond. A push on home learning and maths beyond the curriculum is a clear focus to maximise every opportunity to develop mathematical knowledge and understanding. Resources are also provided to develop numeracy during tutor time and social times. This is led by a subject specialist working with the Deep Experience team to aim towards all students developing a love for learning maths and not fearing it.</p>	<p>1,2,3,4 & 5</p>
<p>Attendance Influencers</p>	<p>All pastoral form tutors are engaged in tracking and intervening with their tutees' attendance, identifying barriers, working with students and families and praising both good and improving attendance. Training will be delivered to tutors to ensure they are holding effective attendance conversations with students, identifying and removing any potential barriers.</p> <p>SLT acts as 'attendance influencers' by holding 1-1 conversations with students at the gate or around the academy. A different group of students is focused on each HT. Phone calls and home visits are also supported by SLT year links to drive a consistent culture that 'attendance is everyone's job.'</p> <p>Our Attendance Support Officers work with our disadvantaged cohort to support their attendance</p>	<p>6</p>

	<p>and punctuality. This could take the form of a 1-1 conversation, a phone call home, a home visit or a parental meeting. This information is shared in the weekly RAG meetings and inclusion meeting to keep all stakeholders well informed.</p> <p>The Attendance Team set 'Attendance reports' and reward students for improving their attendance. This creates a daily conversation with a positive attendance role model.</p> <p>Mentoring is said to improve outcomes by 5+ months and the academy have a strong praise culture to celebrate improvements in attendance which in turn will lead to improvements in their attainment.</p>	
Students in Year 11 have access to additional English and maths tuition	<p>The timetable is constructed to offer additional curriculum time and coverage of English and maths for students who require more targeted intervention and support. The EEF suggests that student performance is accelerated by 4+ months.</p> <p>Maths: Selected students in Y11 have access to option maths lessons in order to ensure they make good progress. The maths director also provides bespoke sessions for any students identified as at risk of narrowly missing out on a grade 5 but are securing a grade 5 in English.</p> <p>English: All students in Y11 have access to English Consolidation sessions and selected students have additional tutor sessions in order to ensure they make good progress. Director intervention is also offered as part of our provision during lessons, social times and at the end of the school day.</p>	1,2,3
Director support from OGAT to be made available to departments to ensure PP students make the required progress; delivering high quality teaching, learning and intervention	<p>A maths director is present in the academy for at least two days a week and will work with PP students leading teachers and the Head of Department in delivering high quality teaching, learning and intervention.</p> <p>An English director is present in the academy for a day and a half a week leading teachers and the Head of Department in delivering high quality teaching, learning and intervention.</p> <p>A Science Director is in the academy two days a week leading teachers and the Head of Department in delivering high quality teaching, learning and intervention.</p> <p>EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.</p> <p>Teaching, learning and targeted intervention are frequently reviewed at each Praising Stars cycle</p>	1,2,3,4,5

	as well as weekly RAG and departmental meetings. This process identifies impact on student progress and where further support may be required.	
IAG Process in Year 9 into 10	Focussed information, advice and guidance for each individual student in defining their curriculum pathway to support a broad and balanced curriculum that will enrich and secure their future outcomes. Improved uptake in EBACC measure alongside further courses as defined by the DfE. Taking the information from the local labour market and Year 11/ Post destinations data to guide the introduction of new courses and qualifications such as Hair and Beauty and Animal Care. Such courses then provide a suitable stepping stone for the T Level courses due to be launched from September 2025. In addition, it will further grow the opportunities available to all our students despite their starting point, additional needs or social status in a creative/ vocational setting which from previous outcomes demonstrates our ongoing success as a provider.	5

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

Budgeted cost: £ 120,500

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 in KS3.	<p>Students are identified for intervention through Star testing. If appropriate, they will then complete the Ruth Miskin intervention programme. Specific literacy teaching assistants provide targeted support for students who transition to the academy with knowledge and skills below age related expectations. One to one and small group targeted support provides rapid intervention which supports access to the core and wider curriculum. This is based in a bespoke nurturing environment within the academy's library.</p> <p>The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame and can accelerate student progress by 4+ months.</p> <p>Accelerated Reader, Ruth Miskin, Lexia and Oxford Owl are all used to support these interventions. In addition, staff and sixth form reading mentors support students with reading on a one to one basis.</p>	1,2,3

<p>Develop bespoke programmes throughout the curriculum to minimise gaps in learning and understanding</p>	<p>English, maths & science: First wave teaching based on analysis of assessment data has an excellent impact on gap filling. This, in addition to one to one tutors, after school maths, option maths, and lunch time. Science also offers STEM and KS3 science club, 1:1 and science after school enrichment.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment</p>	<p>1,2,3,4</p>
<p>To implement 1 to1 sessions for students who are showing limited progress, understanding or have gaps in knowledge.</p>	<p>Maths, English & Science: One to one tutors are utilised for one to one and small group work outside the classroom, targeting students following teacher assessments, enabling targeted academic support which rapidly drives progress.</p> <p>Sessions take place during curriculum time, before and after the school day and during break & lunch-times. In English, Director Intervention supports quality first teaching and offers targeted intervention to PP students alongside other students.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment</p> <p>The EEF outlines how 121 tuition can accelerate student performance by +5 months.</p>	<p>1,2,3,4</p>
<p>All PP students to have access to 1 to 1 tuition within English and maths & science</p> <p>Utilising funding from the Pupil Premium, Covid Recovery Funding and National Tutoring Programme Funding.</p>	<p>Maths:Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. The Numeracy TA would prioritise PP students.</p> <p>English: Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors and director support would prioritise PP students where appropriate.</p> <p>Science: Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors would prioritise PP students.</p> <p>The EEF outlines how 121 tuition can accelerate student performance by +5 months.</p>	<p>1,2,3,4</p>
<p>All staff to provide quality enrichment and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.</p>	<p>All staff to recognise the importance and value of learning beyond the classroom. Staff are encouraged to provide these opportunities for students. Subject leads and SLT will regularly meet to identify those students most in need of attending such enrichment activities. Regular informal assessments will highlight the impact of this intervention. Staff will also provide high quality resources for students to access beyond the sessions e.g. Holiday packs and online learning platforms.</p>	<p>1,2,3,4, 5</p>
<p>GCSE to A Level & L3 course transition and Higher Education aspirations.</p>	<p>Enrolment meetings ensure PP students have early access to P16 Bursary information and how to apply as this is crucial to their success. GCSE to A Level & L3& T Level course transition and Higher Education aspirations involve extra costs such as travel, attire,</p>	<p>1,2,3,4,5</p>

	<p>equipment and support. PP students are provided with what they need along the way and they need to know how to claim this via their learning manager. Weekly guidance sessions promote Higher Education & give information on how students can access courses and funding. Trips & visits as well as guest speakers also focus on raising the aspiration of PP students. Introduction and delivery of T-Levels may appeal more to PP students and these are promoted throughout Y11. There are many pathways to progression programmes available for disadvantaged students at numerous Higher Education establishments and these need to be shared with our PP students as a priority. PP Students find the finance side of Higher Education more daunting and so it is important that we share as much information on this as possible to ease worries from families.</p>	
<p>Continue to drive Teaching and learning at Post-16. Teaching and learning is good and students have high aspirations.</p>	<p>The Academy values the importance of securing appropriate progression routes for some of our most vulnerable Post-16 learners who otherwise could become NEET. In particular, we have continued to develop the Science provision at Level 3 as there was a recognition that in 2018, our Science L3 pathway clearly focussed on an elite academic pathway that discounted many of our disadvantaged students from accessing. A number of our past students also went on to study Science in Further Education. Therefore, from 2019 to current, our P16 L3 Science programme became much more inclusive. We have developed a 3 A-level and 3 vocational level suite of subjects so students who previously would have left us have now stayed into Post 16. We have also introduced the T Level qualification in Health to support high quality teaching and learning in purpose built facilities. Students also access placements in the health and social care sector to further secure their learning and develop employment links for future study and work. A focus on our PP cohort will drive accessibility in gaining a technical qualification with industry experience, but also access to the workforce.</p> <p>Pupil Premium outcomes and entries have increased/improved rapidly and will also have a positive impact on the national skills gap and employment crisis.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	<p>6</p>

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

Budgeted cost: **£95,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise the Attendance manager and Regional Attendance Director to target students who are eligible for PP funding and are in danger of becoming PA or are already PA.</p>	<p>The Vice Principal/ Principal will report weekly to SLT the number of students who are PA or who are in danger of becoming PA and the interventions that have been implemented. These are also shared weekly with Year 11 staff via the RAG booklet to ensure that absence does not become a barrier to securing positive outcomes for all students. The interventions will consist of Home Visits, SLT meetings, attendance contracts, daily reports, SPO, EPN, Learning managers set PA groups weekly to monitor. Feedback through attendance meetings. Form tutors to monitor attendance weekly, record in planners and have discussions with tutees.</p> <p>Students eligible for PP funding are prioritised for all usual attendance interventions.</p> <p>Every student in the academy has their attendance reviewed each week, this ensures interventions are put into place quickly and effectively.</p> <p>The EEF Challenge 4 6 suggests that engaging parents can add 4+ months and the academy are working hard to develop the relationships with our community and families to change attitudes towards attendance and the value of positive attendance the link to positive outcomes for all through sustaining good attendance by inviting them into the academy for specific attendance ‘Natter and Nibble’ evenings.</p> <p>The Deep Support team has also recruited an Aspiring Leader who focuses on attendance initiatives and rewards to celebrate positive attendance and encourage all students to take pride in their attendance and the link to positive outcomes.</p>	<p>3,4</p>

Free breakfast provided to students providing a settled start to the day	Removing barriers to learning, improved attendance.	1,2,3,4
Implement a range of interventions to support students who are identified as PA	<p>A graduated response to persistent absenteeism working in conjunction with external bodies managed by the Attendance Manager & Regional Attendance Director.</p> <p>The Whole Academy Attendance Tracker is used to monitor the attendance of every student in the academy and to put in place a range of graduated, appropriate interventions. An example includes a recent Local Authority Attendance Panel meeting whereby four students eligible for PP funding were discussed and support from the LA was offered.</p>	3,4
Inclusion manager and lead learning manager monitoring and tracking students progress to ensure barriers are being removed to learning	<p>Support students attendance, wellbeing, mental health and social relationships and contexts in school</p> <p>EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers</p>	3,4
External intervention providers to support student behaviour, attainment, wellbeing and SEMH	<p>Links to external provision and agencies for support.</p> <p>EEF Toolkit – Wider strategy used to support students wellbeing and SEMH</p>	1,2,3,4,5

Total budgeted cost: £395,862

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 2023 to 2024 academic year.

The following table details the impact of Pupil Premium intervention on supporting student outcomes in the year 2023-2024.

	Pupils eligible for PP 2024	Pupils not eligible for PP 2024
% Achieving 5+ in English & Maths	20.30%	32.20%
% Achieving 4+ in English & Maths	37.70%	54.50%
Average Progress 8 Score	-0.40	-0.28
Average Attainment 8 Score	31.76	38.31

Pupil Premium students have significantly closed the progress gap on their peers between 2023 and 2024. Whilst negative, the overall gap is now 0.12 compared to all students. It is evident that Pupil Premium must remain a focus in RAG meetings to ensure a greater percentage can attain the 4+ and 5+ measures along with peers to open further education and employment opportunities.

Despite the challenges faced, given the context of the students and the community we serve, the students of Outwood Academy Adwick continue to attain positive outcomes despite falling below the national averages due to the significantly low point scores on entry. There were some exceptional performances where subjects achieve beyond standards, making excellent progress. For example, fine art was significantly above national averages at every measure. Almost double the proportion of students achieve Grade 7+ than national standards. Students are in line with their national peers at Grade 4+ for English Language despite the much lower on average starting points in literacy and reading. In English Literature the proportion of students achieving a Grade 5 is above the national average. In enterprise 71.4% of students achieved the equivalent of a Grade 5+ against 50.5% nationally. In music 97% of students achieved the equivalent of a Grade 5+ against 65% nationally. In Spanish 57% of students achieved the equivalent of a Grade 5+ against 54% nationally. English Literature surpassed its 5+ prediction of 51%, achieving 59%, above the Language Grade 5+ at 54%.

Attendance and persistent absenteeism has been a continued challenge post-covid and there is a significant proportion of hard to reach students and families of which the academy has worked hard to ensure all students have access to education and examinations English & Maths basics at 4+ and 5+ broadly in line with last year with a slight uplift.

Maths progress was affected by attainment predictions at each of the key measures and will remain a priority for the trust and the academy this academic year. This has already been supported by a review of grade boundaries, prediction trajectories and opportunities for reviews of students close to the grade boundary.

The academy is in an area of significant disadvantage Of the 20 Doncaster secondary schools Outwood Academy Adwick is the 3rd highest in the borough for levels of deprivation on the IDACI register. Students arrive at the academy significantly below national standards in literacy, numeracy and reading. However, as stated above, the outcomes for all student groups, including those in receipt of Pupil Premium funding, is on a continued upward trajectory and all students continue to achieve positively.

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	Progress Careers

No service students were on roll at Outwood Academy Adwick.

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)

All groups of students, including PP students are monitored weekly in Year 11 and tri-weekly in Year 10 and Post 16.

Every half term, an extremely thorough and robust assessment, analysis, intervention and reporting programme takes place for all students and cohorts, including Pupil Premium. This is called Praising Stars©. This programme allows all staff to identify the progress and attainment of all students and the groups they represent. It has 6 consistent cycles whereby the same process is replicated which includes staff standardising students' work collaboratively to ensure assessment is accurate and evidence for predictions is varied and vast rather than from one assessed piece of work. This is then followed by time to input the data, identify students requiring intervention and/ or identify the impact of previous interventions. Thorough analysis of this data is then carried out by department leads, SLT department links, learning managers and the academy principal to frequently monitor student performance and ensure all student groups make the desired progress and achieve the best possible outcomes, without limitations.