

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1087 (Years 7-13)
Proportion (%) of pupil premium eligible pupils	38.9% (Y7-11) 12.5% (Y12-13)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	14.09.2021 (reviewed 31st October 2022 in line with our 3 year plan)
Date on which it will be reviewed	01.09.2023
Statement authorised by	A Scruby
Pupil premium lead	V Gray
Governor / Trustee lead	M Haycock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£382342</b>
Recovery premium funding allocation this academic year	<b>£104328</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£486670</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The academy puts a significant emphasis on inclusion to ensure all students can access the curriculum and can achieve the very best beyond their secondary education. This has been recognised in the recent Inclusion Quality Mark - Centre of Excellence July 2022. 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 aim to support students academically, pastorally and from an emotional, mental health perspective, with the support from our parents and carers.

Effective teaching across the academy ensures that students make at least good progress. Pupils develop detailed knowledge, skills and understanding across the curriculum and as a result, achieve well. By ensuring students receive high quality teaching and learning, interventions outside of the curriculum, and support for students' emotional and mental health we provide the best life chances for them. Our key principle is to ensure all our students (including disadvantage) 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, behaviour support where appropriate. Regular Academic and literacy RAGs allow early intervention and we provide enrichment activities that develop cultural capital and support with narrowing 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. Robust intervention strategies are put in place e.g. 1:1 tuition, after school enrichment for creative or academic purposes; subject specific tutor groups; Senior Leadership Team mentoring along with bespoke online learning platforms to consolidate understanding. 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. Bespoke half term sessions are also personalised for students where needed and appropriate.

## 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. The average score for reading is 101.7 and 101.2 for literacy compared to 105 nationally.

2	Numeracy 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. A programme of intervention is in place to support this cohort of students by a specialist TA.
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 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.

## 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
Students improve their literacy skills during Years 7 and 8 to achieve 5+ or better in English in Year 11.	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 and star test data.
Reading- students to develop their ability to read across all areas of the Curriculum to raise overall attainment	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.
Literacy Specialist TA systematically intervenes with students below average reading ages, lower literacy levels using bespoke programmes of support.	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>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 for rapid progress in later years</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 TA 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.</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. <b>Currently 41.54% [after HT1].</b> Overall attendance among pupils eligible for PP improves from <b>85.72%[after HT 1]</b> to 95% in line with the government benchmark.</p>
<p>National Tutor Programme - To utilise additional external support either onsite remotely where appropriate. Build on the success of 2021-2022 NTP resources and deployment.</p>	<p>A programme of interventions that would support students learning and delivered in small groups of identified vulnerable cohorts via after school enrichment sessions.</p>
<p>Identification of SEMH support across the academy for students; developing timely interventions that fosters resilience and becoming lifelong learners</p>	<p>Provide a supportive culture, ethos and environment that can bridge emotional support and wellbeing to our families and students. Development of external interventions and tiered support programmes to engage disadvantaged students.</p>

## 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: **£ 247000**

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 different activities to check students' understanding in order to ensure that all students are making progress in lessons. There has been 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.</p> <p>Resources are shared weekly in the T&amp;L newsletter that support all students. Resources have included: question matrix, collaborative learning structures, retrieval activities and AFL activities.</p> <p>The Adwick Way is 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.</p> <p>EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving.</p>	<p>1,2,3,4, &amp; 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.</p>	<p>1,3,4</p>

<p>Consistent use of Numeracy activities &amp; 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</p>	<p>1,2,3,4 &amp; 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 act 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.</p> <p>Our Pastoral Support Officer works with our disadvantaged cohort to support their attendance and punctuality. This could take the form of a 1-1 conversation, a phone call home, a home visit or a parental meeting.</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.</p>	<p>6</p>
<p>Students in Year 11 have access to Option English and Option Maths</p>	<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><b>Maths:</b> Selected students in Y11 have access to option maths lessons in order to ensure they make good progress.</p> <p><b>English:</b> Selected students in Y11 have access to option English lessons/ Consolidation sessions and tutor sessions in order to ensure they make good progress. Director intervention is also offered as part of our provision.</p> <p>In addition, capacity has been created in the Curriculum to allocate all students a consolidation period in either English or Maths. This is to further</p>	<p>1,2,3</p>

	enhance attainment and progress in the core subjects and give students another opportunity to meet their potential.	
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 as well as weekly RAG and departmental meetings. This process identifies impact on student progress and where further support may be required.</p>	1,2,3,4,5
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.	5

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

Budgeted cost: £ 105,000

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.	Students are identified for intervention through Star testing. If appropriate they will then complete Miskin Screening. One to one tutors and HLTAs 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. 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. Accelerated Reader, Ruth Miskin, Lexia, Numicon. In addition, staff and sixth form reading mentors support students with reading on a one to one basis.	1,2,3
Develop bespoke programmes throughout the curriculum to minimise gaps in learning and understanding	<b>English, maths &amp; science:</b> 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 maths helps to minimise gaps in learning. EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,3,4
To implement 1 to1 sessions for students who are showing limited progress, understanding or have gaps in knowledge.	<b>Maths, English &amp; Science:</b> 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. 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. EEF Toolkit – Targeted academic support to improve progress and attainment The EEF outlines how 121 tuition can accelerate student performance by +5 months.	1,2,3,4
All PP students to have access to 1 to 1 tuition within English and maths & science Utilising funding from the Pupil Premium, Covid Recovery	<b>Maths:</b> 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. <b>English:</b> Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors and director	1,2,3,4

<p>Funding and National Tutoring Programme Funding.</p>	<p>support would prioritise PP students where appropriate.</p> <p><b>Science:</b> Where a pupil premium student is failing to make satisfactory progress, one or more intervention will be available. One to One tutors and would prioritise PP students.</p> <p>The EEF outlines how 121 tuition can accelerate student performance by +5 months.</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>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. Science: 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. However from 2019 to current, our P16 L3 Science programme is highly 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. Pupil Premium outcomes and entries have increased/improved rapidly, 2018 - no entries; 2019 - 66% A*-E; in 2022 86% A*-E and currently we are predicting 100% A*-E in 2023 (with 90% of students coming from our Vocational route). In September 2023 we will introduce our T Level in health, which specifically will focus on our PP cohort for accessibility in gaining a technical qualification with industry experience.</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p><b>£62,695 is allocated to NTP funding</b></p>	<p>6</p>

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

Budgeted cost: **£134,670**

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 Assistant 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. 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.</p>	<p>3,4</p>
<p>Free breakfast provided to students providing a settled start to the day</p>	<p>Removing barriers to learning, improved attendance.</p>	<p>1,2,3,4</p>
<p>Implement a range of interventions to support students who are identified as PA</p>	<p>A graduated to response to persistent absenteeism working in conjunction with external bodies managed by the Attendance Manager &amp; 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>	<p>3,4</p>

<p>Inclusion manager and lead learning manager monitoring and tracking students progress to ensure barriers are being removed to learning</p>	<p>Support students attendance, wellbeing, mental health and social relationships and contexts in school EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers</p>	<p>3,4</p>
<p>External intervention providers to support student behaviour, attainment, wellbeing and SEMH</p>	<p>Links to external provision and agencies for support. EEF Toolkit – Wider strategy used to support students wellbeing and SEMH</p>	<p>1,,2,3,4,5</p>

**Total budgeted cost: £488670**

## 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 2021 to 2022 academic year.

The following table details the impact of Pupil Premium intervention on supporting student outcomes in the year 2021-2022

	Pupils eligible for PP 2022 (2019 Results)	Pupils not eligible for PP 2022 (National Average 2022)
% Achieving 5+ in English & Maths	29% (14.7%)	48.4% (57%)
% Achieving 4+ in English & Maths	48% (48.5%)	80% (76%)
Average Progress 8 Score	-0.23 (-0.58)	+0.35 (0.15)
Average Attainment 8 Score	35.1 (32.80)	48.38 (52.6)

Despite the challenges in respect of the Covid-19 pandemic students achieved significantly higher outcomes than pre-pandemic exam cohorts, this was in line with the projections of the academy improvement plan. In 2022 students on average performed above National standards.

We focus on each child's individual potential in all subject areas. Following outcomes in 2019, there has been an emphasis targeting intervention to enable Grade 4 border students to attain a Grade 5 in maths to support future life chances and access to further and higher education opportunities. This has secured improvements in both the maths and Basics measures at Grade 5 whilst all other measures also increased, surpassing national and local standards.

As well as significant uplifts in English and maths, Science has also seen significant improvement, with students achieving beyond national standards, with a year on year upward trajectory, supporting EBacc qualifications..

The outcome for all student groups including those in receipt of Pupil Premium is on a continued upward trajectory as all students achieve positively.

### Science Outcomes 2018, 2019 vs 2022 (for PP)

Since the last Ofsted inspection in 2019 (with 2018 outcomes judged), Science PP outcomes have improved rapidly to be well above national average for those who are PP (as FSM on DfE) but also above national average. Strategies discussed above have been successfully embedded over a prolonged period of time and show great resilience in light of Covid pandemic and the effect of the national gap widening. Data collected from official DfE data tables *SCIVAMEA\_FSM6CLA1A\_PTQ\_EE, 2018 (revised); 2019 (revised) and 2022 (provisional)*.

Year: Adwick Science VA PP students (*national Science VA PP*)

- 2018: OAAAd **-0.95** (-0.31)
- 2019: OAAAd **-0.16** (-0.31)
- 2022: OAAAd **+0.09** (-0.36)

## 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*

<b>Programme</b>	<b>Provider</b>
Careers advice and guidance for all students with additional support for PP and disadvantaged students	Careers Inc

## No service students were on roll at Outwood Academy Adwick.

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

<b>Measure</b>	<b>Details</b>
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 for Year 11

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©