

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils as well as supporting the school's development target of closing the achievement gap between disadvantaged and non-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	1100 (Years 7-13)
Proportion (%) of pupil premium eligible pupils	39.30% (Y7-11) 2.90% (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	01.11.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	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	£462,201
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	£462,201

Part A: Pupil premium strategy plan

Statement of intent

The academy prides itself on inclusivity to ensure all students can access the curriculum and achieve the very best and beyond, throughout their secondary education. This has been externally verified in our most recent Inclusion Quality Mark Flagship review statement which read, 'The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School' (July, 2025). The review also recognised the extensive work and adaptations carried out within the curriculum to ensure that it remains fit for purpose in meeting the needs and future aspirations of our students. For example, the move to solely providing T Levels at Post 16 in subjects that our students consistently go on to study. As well as adapting the subjects available at key stage 4 to feed into the T Levels further providing personalisation and a focused pathway. The academy's culture and ethos is underpinned by the belief that no student should be disadvantaged throughout and beyond their secondary education so we remain committed in closing the gap between students eligible for pupil premium and those who are not. The aim is to equip students with the knowledge, skills and qualifications so they enter the world of work/ future education equal to their peers. We have a strong partnership with an external provider (Progress Careers) who work closely with our disadvantaged students to ensure they receive careers advice and support and make well informed choices which aid their future pathway into the world of work. Furthermore, Post 16 and Post 18 information and guidance is supported by the Doncaster Chamber and Elephant Group who specifically work with our disadvantaged cohort to provide careers fairs, assemblies, workshops, university visits and seminars on further education, employment, apprenticeships and training. The academy is continually strengthening the links with other local education and training providers as well as employers to reduce the chances of them becoming NEET.

Effective teaching across the academy ensures that students make good progress and 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 strive to ensure that all teachers become experts in teaching our most vulnerable cohorts through making every classroom an inclusive classroom, bi-weekly practice clinics, targeted CPD and sound knowledge of students' needs. This is supported by the strategic leadership of whole academy attendance meaning there is a robust approach to continually reviewing individual student attendance and intervening in a smart and timely manner to again, reduce any student being disadvantaged due to access and or lost learning time. We are part of a local authority programme who have provided an allocated welfare officer who works with some of our hard to reach students. The attendance team continues to work closely with the safeguarding and inclusion teams to ensure students attend regularly and feel safe and happy in school. We also carry out regular academic, literacy and inclusion meetings to allow for early intervention to be prioritised and ensure a holistic approach to student attainment and wellbeing is never lost. 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.

Another area of focus will remain on improving the performance of disadvantaged students. Although student outcomes are positive and have once again improved, the gap between the disadvantaged and non-disadvantaged is present and of significance. The progress and attainment of all students is systematically analysed after every Praising Stars cycle to identify students who are at risk of underachieving. By utilising the 4I model to identify, information gather, provide bespoke intervention and then measure the impact is consistently applied as a means of ensuring that individual students and key groups of students have every opportunity to meet and exceed their potential. Furthermore, this will either guide future interventions or allow the focus to be shifted to other students and areas required. In addition to the curriculum delivery from our teachers, being part of a large multi academy trust means that expert knowledge and resources are also produced and shared to further enhance what students have access to such as; online masterclasses for all GCSE subjects to further support learning beyond the classroom, small group intervention by subject directors, additional enrichment sessions at social times and after school to further target intervention, additional revision sessions during half term breaks and issuing holiday resources to encourage home learning and independent study. Every single opportunity is accessible to all students regardless of their socio-economic status and this being our normal offer provides equity but will also mean our disadvantaged students have every opportunity to catch up with their peers and will all make sustained progress from their levels on entry. We are aware from early information gathering that on average, our students arrive below the national expected standard (in particular in reading) so early identification of any students requiring such interventions as Ruth Miskin, Accelerated Reader and Fresh Start.

Lastly, we continue to drive the development of the wellbeing of staff and students through all aspects of academy life. The new structure of the school day means there is now a dedicated personal development and growth session each day which incorporate Votes for Schools, reading, careers and futures education, academic mentoring and bespoke assemblies around awareness days, contextual issues and current affairs. The staff and student voice remain imperative in giving all stakeholders advocates for their needs and desires. This is proving to be a pivotal tool in continually developing our equal and inclusive culture and practice.

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
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, Year 11 RAG and star test data.
Reading- students to develop their ability to read across all areas of the Curriculum to raise overall attainment and the successful implementation of the Outwood Reads programme in PDG sessions	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. More frequent testing across all ages and stages to monitor progress or emerging needs.
Literacy Specialist TAs systematically intervene 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.
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 and Times Tables Rockstars initiatives to ensure Maths is everywhere across the academy.	<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>
Increased attendance for all students that are eligible for PP. Alongside access to the wider curriculum to enrichment activities; both creative and academic.	Reduce the number of persistent absentees (PA) and seriously absentees (SA) 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.
Identification of SEMH support across the academy for students; developing timely interventions that fosters resilience and becoming lifelong learners. Reaccreditation of the Inclusion Quality Mark Flagship, Leeds Carnegie Silver Award and continued use of Fortis Therapy and Me in Mind programme.	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.

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: **£187,920**

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 and inclusive classroom focus remains a priority</p> <p>Teaching and learning bi-weekly practice clinics</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 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 a specific Google Classroom for teaching and learning. 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 and makes up our non-negotiables we expect to see in every classroom, every lesson. These activities and</p>	<p>1,2,3,4, & 5</p>

	<p>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. This also drives the culture of the academy and provides a positive climate for learning which allows students to adopt positive behaviour for learning.</p>	
<p>Promotion of reading to be consistent in the classroom and during personal development sessions</p>	<p>CPD provided in whole school training to allow reciprocal reading to be embedded into all lessons was rolled out successfully last year and is still present across the academy. The success of this is 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 the personal development sessions. This is planned and led by an English specialist, the Deep Learning team, inclusion team and library staff.</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. Times Table Rock Stars has been introduced to ensure fluency of timetables. Student have access to this in curriculum time every 6 weeks and can access independently at home.</p>	<p>1,2,3,4 & 5</p>
<p>Attendance Champions</p>	<p>All personal development facilitators are trained in tracking and intervening with their tutees' attendance, identifying barriers, working with students and families and praising both good and improving attendance. Ongoing training will be delivered to all staff to ensure they are holding effective attendance conversations with students, identifying and removing any potential barriers and ensuring attendance remains everyone's primary</p>	<p>6</p>

	<p>focus in every interaction with students and their families.</p> <p>Learning Managers meet weekly with the attendance manager to focus on attendance banding students moving between these groups through effective intervention. SLT acts as 'attendance influencers' by holding 1-1 conversations with students at the gate or around the academy.. 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 and SEND cohorts 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. This information is shared in the weekly RAG meetings and inclusion meeting to keep all stakeholders well informed and interventions are timely.</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. This is shared and celebrated in weekly year group assemblies, half termly prize draws and PD sessions where individual attendance stickers are issued to show weekly and cumulative attendance for each student.</p>	
<p>Students in key stage 4 have access to additional small group sessions and academic mentoring through the personal development programme in core subjects</p>	<p>The PD timetable has been constructed to give additional time to English and maths for students who require more targeted intervention and support dependent on their ability set and stage or where a specific area of intervention is required. The EEF suggests that student performance is accelerated by 4+ months by embedding such strategies.</p> <p>Maths: Selected students in Y11 have access to option maths lessons instead of PE 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. All students access at least one additional</p>	<p>1,2,3</p>

	<p>maths session per week through PD which have been centrally planned for students by subject experts.</p> <p>English: All students in Y11 have access to one English academic mentoring session and selected students have additional small group sessions with a subject director, where required, during lessons, social times and at the end of the school day.</p>	
<p>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>	<p>A maths director is present in the academy for at least three days every fortnight 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
<p>IAG Process in Year 9 into 10</p>	<p>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 which launched in 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.</p>	5

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

Budgeted cost: £ 171,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of small group work that focuses on phonics, spellings and handwriting in key stage 3.	<p>Students are identified for intervention through Star Reader 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
Develop bespoke programmes throughout the curriculum to minimise gaps in learning and understanding	<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 and after school maths. 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>	1,2,3,4
To implement 1 to1 sessions for students who are showing limited progress, understanding or have gaps in knowledge.	<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>	1,2,3,4

	<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>Staff to provide quality enrichment and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.</p>	<p>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, online learning platforms and the trust masterclass resources.</p>	1,2,3,4, 5
<p>GCSE to Level 3 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 can be crucial to their success. GCSE to A Level & L3& T Level course transition and Higher Education aspirations involve extra costs such as travel, attire, equipment and support. PP students are provided with what they need along the way and they need to know how to claim this via the Post 16 lead. Daily PD sessions promote Higher Education & give information on how students can access courses, funding and practical support. Trips & visits as well as guest speakers also focus on raising the aspiration of PP students e.g. The Elephant Group and Doncaster Chamber. 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. Access to taster days with other providers have also been introduced to prevent PP students missing out on open events.</p>	1,2,3,4,5
<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. We have become a sole T Level provider which more specifically meets the desired destinations and course selections of our students. We now have purpose built facilities and students also access placements in their chosen 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>	6

	Pupil Premium outcomes and entries continue to improve over time and will also have a positive impact on the national skills gap and employment crisis.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£103,074**

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/SA or are already PA/ SA.</p>	<p>The Vice Principal and 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, PD mentors to monitor attendance weekly, record in planners and have discussions with mentees.</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>3,4</p>

	<p>The attendance team runs initiatives and rewards to celebrate positive attendance and encourage all students to take pride in their attendance and the link to positive outcomes. This is also promoted weekly in year group assemblies and through the PD programme.</p>	
<p>Free breakfast provided to students providing a settled start to the day</p>	<p>All students have access to a free breakfast, every day due to the high number of PP students on roll. This further removes barriers to learning, improves student punctuality and improves attendance. In addition, students will be more focused, alert and receptive to learning if well nourished in the morning.</p> <p>Free breakfasts to be offered in inclusion spaces to ensure all students can access this avoiding any barriers due to their SEMH needs.</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 response to persistent absenteeism working in conjunction with external bodies managed by the Attendance Manager, Regional Attendance Director and local authority EWO.</p> <p>Academy Principal to be whole academy attendance champion and forefront of 'Attendance Drenching' strategy.</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.</p> <p>Disadvantaged and SEN student focused groups for attendance officers- daily contact and check in, improved relationships with families, home visits, reasonable adjustments, referral to Barnardos charity intervention and or LA EWO, Early Help or Social Care for further bespoke support.</p>	<p>3,4</p>
<p>Inclusion and learning manager teams monitoring and tracking students progress to ensure barriers are</p>	<p>Support students attendance, wellbeing, mental health and social relationships and contexts in school through drop ins, weekly inclusion meeting, referrals to external agencies.</p>	<p>3,4</p>

being removed to learning	<p>All staff within these teams to be Level 3 trained in safeguarding and Mosaic system within the next academic year.</p> <p>Use of inclusion spaces to carry out bespoke interventions and support.</p>	
External intervention providers to support student behaviour, attainment, wellbeing and SEMH	Links to external provision and agencies for support such as BOSS, With Me in Mind, Fortis and EPIC to further support the needs of students.	1,,2,3,4,5
Music tuition for GCSE students	Music tuition is provided for all disadvantaged students studying Music free of charge to ensure they are not held back in any way.	3
Removing barriers due to financial hardship	All students are provided with a free uniform in Year 7 upon securing a place at the academy. The academy will also support disadvantaged students and families in replacing uniform items to remove this barrier to attending and accessing mainstream education. The academy will also provide sanitary products and toiletries for disadvantaged students to reduce the impact on education through financial hardship.	3,4
Home study and revision materials	Revision evenings and study events allow students and their families to obtain resources, tips and equipment to ensure they can study and revise at home and not be disadvantaged due to not having access to such materials. The academy has purchased a number of revision guides and resources specifically for disadvantaged students this academic year to support student outcomes and continue to close the gap.	1,2,5

Total budgeted cost: £462, 201

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 2024 to 2025 academic year.

The following table details the impact of Pupil Premium intervention on supporting student outcomes in the year 2024-2025.

	Pupils eligible for PP 2025	Pupils not eligible for PP 2025
% Achieving 5+ in English & Maths	20.60%	49.20%
% Achieving 4+ in English & Maths	39.70%	75.00%
Average Progress 8 Score	N/A	N/A
Average Attainment 8 Score	32.92	48.41

Although significant progress has been made on all measures this year, Pupil Premium students have not performed as well compared to 2024 and will take a prominent focus this academic year. Non Pupil Premium students attained almost 1.5 grades higher than pupil premium students meaning this gap has further increased this year. 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 at Post 16 and beyond. Despite this, English & Maths basics at 4+ and 5+ have improved on 2024 outcomes. Whilst still below national average (4+ 67%, 5+ 47%) there has been an uplift of 8.5% on both measures against 2024. (40.6% and 63.5%). All headline measures are the best set of results in the last three years, testament to the hard work and commitment of students and staff (4+, 5+, A8 Ebacc). A continued faculty highlight is the creative arts who achieved excellent outcomes across fine art, photography, music and dance where the majority of results sit above the national average. PP students continue to do well in these subjects and are a beacon of good practice across all key groups of students.

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. Last academic year, whole academy attendance improved by 1.5% and a 2.45% reduction in persistent absence which demonstrates that the laser-like focus on attendance is working but must be sustained to continue to see this trajectory. The stability of the attendance team is having a positive impact on attendance and supporting the development of the relationships with our families and the community we serve.

It is also important to mention that there are a number of contextual issues to consider with the

academy. The academy is situated in an area of significant disadvantage. For example, the high crime rate (12th highest out of 99 postcodes in England and Wales) in the area is 85% higher than the national crime rate. Violent crime is 147% of national crime rate, drug crime is the fastest-growing crime category, increasing by 32.9% over the last 12 months. The area is currently ranked 37th most deprived local authority in England which places Doncaster in the top 20% of the most deprived authorities in the country. 60% of Doncaster's population live in areas classified as "most deprived" or "worse than average." Neglect is the most common reason for children being open to social care in Doncaster. This is influenced by high levels of deprivation in the area and another contributing factor to consider.

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, disadvantaged and SEND 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.