

Pupil premium strategy and impact statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils and the impact of this funding for academic year 2024-25

It outlines our pupil premium strategy for the next three years (September 2024-September 2027), how we intend to spend the funding in this academic year (2025-26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Outwood Academy Danum
Number of pupils in school	1142
Proportion (%) of pupil premium eligible pupils	35.37
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2024-2027
Date this statement was published	1st December 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Principal: Mandy Crane
Pupil premium lead	VP- Denise Godfrey
Governor / Trustee lead	Judy Parker

Funding overview for academic year 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£461 576
Recovery premium funding allocation this academic year (2023-24)	£0
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	£461 576

Part A: Pupil premium strategy plan

Statement of intent

Outwood Academy Danum aims to ensure that all students undertake a wide and balanced curriculum supporting their personal and academic development. Gaps in learning are identified and addressed and students make very good progress from their starting points on entry to the academy.

The intention behind the curriculum is to ensure that disadvantaged students make positive progress that is commensurate with their peers and their starting points. We aim at Outwood Academy Danum to provide educational opportunities for all students, including our pupil premium students. We aim to provide enrichment opportunities to all students regardless of their socio-economic background

Our curriculum is extensive and covers opportunities for our students to become well rounded individuals who are good members of society. Our intrinsic curriculum builds excellent habits of study, shared values and positive behaviour; our enhancement curriculum supports students' personal growth; our elective curriculum offers enriching opportunities and experiences which may not be possible elsewhere. These opportunities are frequently made free for all students within the academy to enable equity of opportunity. Our academic curriculum ensures that students acquire the knowledge, skills and understanding they need to ensure excellent academic progress. We aim to provide additional academic support to students through one-to-one tuition and intervention.

The aim is to ensure that disadvantaged students make increased progress from their starting points to enable them to catch up to their peers.

As an academy we know that reading ages of many of our disadvantaged students are well below expected levels on entry to the academy. We aim for all students to be able to read commensurate with their chronological age by the time they leave the academy. Additional reading interventions are offered to students that need additional support with reading through accelerated reader, Ruth Miskin, Read Write Inc and Fresh Start.

Some disadvantaged students may require information and support regarding educational and career pathways. We aim to support students from all backgrounds to have a full understanding of the varied options available to them and to support them in successfully accessing them. All students are provided with one-to-one careers support from a professional careers advisor. We aim to ensure that all of our students have a Post 16 pathway before the end of Year 11.

Some students struggle with their mental wellbeing. Disadvantaged students have been adversely impacted more than their peers due to the COVID 19 pandemic. The

academy aims to support all students to build resilience and gain greater confidence through a range of strategies commensurate with student needs. Each year group has a Learning Manager. We have employed a behaviour support worker to support students that are finding it difficult to engage with school or students that may be experiencing difficulties in their home life. We have also set up our own internal alternative provision (ASPIRE) to support students that are receiving a high number of sanctions or suspensions and who are finding it hard to engage with everyday school life. The ASPIRE coordinator works with these students on a six week programme to ensure that students are supported to make the right choices and to begin attending lessons. The programme also aims to support students to become respectful and well-rounded citizens and also focuses on self-belief, health and wellbeing. The ASPIRE coordinator also provides targeted intervention sessions for students that need support with behaviour or well being.

Disadvantaged students' attendance is lower than other students' attendance. Strategies are employed to engage with families and to support student attendance. These strategies include home visits from a pastoral support worker, Year group tutor groups where there is a focus on improving attendance and helping students to attend school. The attendance team works closely with our safeguarding and inclusion team to ensure that we remove barriers to school attendance and provide support to students to get them attending school regularly. We have employed an additional staff member to work with parents and families to engage them with attendance to school: we now have 4 members of staff solely working on attendance. We are also part of a local authority programme where we have an allocated education welfare office that supports our own attendance team and has a caseload of students/families to work with .

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged students have reading ages 2 years or more less than their chronological age. This significantly disadvantages them in their learning. This also applies to their numeracy ability which is below their peers on entry.
2	Disadvantaged students have, on average, 6 % less attendance than the academy student body as a whole
3	Disadvantaged students are not achieving as highly as non- disadvantaged students in their Attainment 8 score and grade 4 or 5 and above in both maths and English outcomes. Progress for the disadvantaged pupils is poor for 24/25 students. versus all.
4	The attendance of pupil premium and SEND students is low.
5	Mental wellbeing continues to be a concern across all students. Disadvantaged students have been impacted more than other cohorts and the number of SEMH needs have risen significantly
6	Some parents do not engage with parent evenings and parent information evenings reducing the impact of home and school partnership working to support students

Strategy for 2024-2027

Teaching

1. Quality teaching for all

Teaching and learning is developed through two hours of high quality weekly training. The focus is on teaching which is highly effective at meeting a student's needs with a variety of methods employed to engage and develop understanding, knowledge and skills across a broad and balanced curriculum.

All students now have a Personal Development curriculum which comprises a 35 minute session at the beginning of each day with their personal tutor. These sessions cover all aspects of personal development from reviewing academic progress, current attendance, literacy , reading,, numeracy , life skills, ...

Early Career teachers are mentored and receive additional high quality training to ensure their continued development.

All students in years 7, 8 and 9 access accelerated reader lessons to promote a love of reading and to develop reading skills and comprehension.

Teachers, through effective curriculum planning, summative and formative assessment are identifying areas of weaker understanding and developing strategies to support student catch up in lessons.

Students in year 11 have all been provided with extra timetabled curriculum support for maths and English including additional lessons , small group intervention and 121 tutoring.

'Sparx' maths has been procured for all students to allow them opportunities to revise topics outside of the classroom. Identified students receive director intervention to ensure good progress in Maths and English. The Trust has also implemented 'Mission Maths' , a strategy to improve outcomes for students in GCSE Maths.

The Academy was awarded the Inclusion Quality Mark (July 2021), demonstrating our commitment to ensuring all students receive support in and outside of the classroom to meet individual student needs. We had a further assessment for the Inclusion Quality Mark in November 2024 and have been awarded recognition as a Centre of Excellence.

2. Targeted student support and intervention

Reading interventions – all students have access to accelerated reader and depending on reading age they are taken forward for further reading interventions such as Ruth Miskin, Rapid Plus, Bedrock. Each of these reading interventions targets something different: phonics, fluency, vocabulary. The vast majority of our cohort for reading interventions are identified as PP students. The Literacy RAG identifies disadvantaged students.

Students are assessed on whether they need Fresh Start reading intervention from Ruth Miskin. In some cases we offer a combination of reading interventions All students who graduate from the Fresh Start programme maintain and improve their reading ages over a period of time. On average all students who receive support make considerable progress to the value of months over an 11 month period.

Praising Stars data collection takes place every 6 weeks and captures a picture of each student's current attainment. Teachers select students who are making less progress than expected for in class interventions. Strategies are reviewed at the next Praising Stars cycle and impact of interventions is measured.

Learning managers intervene with students not achieving as expected and liaise with teachers and parents to ensure students are able to quickly catch up.

Wellbeing of students is recognised by the provision of the inclusion team providing mindfulness and 1:1 support. A health and wellbeing officer has been recruited to support students. A leadership role has been put in place to further develop the mental health strategy within the academy. The Academy was awarded the Carnegie Silver Award in November 2024 and we will now work towards the Gold award. The academy has now been set up as a 'With Me in Mind' school so that therapeutic support can be provided to students within the academy.

3. Additional academic and pastoral support.

Specialist one to one teachers in Maths, English and science work with identified students across all year groups to ensure students make rapid progress. We also have a teacher that specialises in supporting students with dyscalculia.

The Personalised Learning Centre (PLC) and Bridge work with more vulnerable students. Lessons are provided through high quality online resources or through one to one teaching. A Specialist PLC teaching assistant has been appointed to further support students within the PLC and ensure they have access to their learning.

Additional TA capacity, from Pupil Premium funding, allows interventions to take place for students with specific wellbeing, safeguarding, pastoral and academic needs.

Wider strategies

Independent careers advice is provided through Progress Careers. We are working towards the Gatsby benchmarks and students have many interactions with the world of work. The Academy has achieved the Quality in Careers Standard Award. Aspiration is developed through careers fairs, guest speakers, visiting authors, educational visits and engagement with universities. The academy works with Sheffield Hallam University and the University of Sheffield (HEPPSY) to develop aspirations to attend university for more disadvantaged students . Students also complete the Future Skills questionnaire across all year groups.

Improving Attendance is a key area of development. Our trust has partnered with ImpactEd, and we will continue to carry out ImpactEd surveys with our students throughout the year. 'This will help us identify the key drivers behind low attendance at Danum, through surveying students and their parents/carers. From the information gathered we will deliver targeted interventions and support for our pupils. Furthermore, we will be working with the Watchtower Project, who will deliver 1-to-1 mentoring and support to some of our more persistently absent disadvantaged students. We will continue to work with the LA to develop strategies to engage with parents of students with the poorest attendance. Within the academy there is a continued drive to ensure a high focus on attendance with students with tracking, incentives and rewards in place for students attending regularly. A Pastoral Support Officer works with families and carries out daily home visits, builds relationships with families and removes barriers for students that are not attending . Pupil premium students that have above 90% attendance outperform their peers in terms of progress and outcomes at the end of Year 11.

The academy supports all students to attend school by providing uniform for year 7 new starters, all other year group new starters and supporting disadvantaged students with items of uniform where hardship is a barrier to attendance. The academy aims to support

students with toiletries and sanitary wear where needed so period poverty does not form a barrier to attending school.

Extra-curricular enrichment is provided to support all students' social, interpersonal and team working skills. A wide variety of after school clubs run to ensure that there are enrichment opportunities for every student and in addition to provide academic support.

Music tuition is provided free of charge to disadvantaged students and those studying GCSE or A level music.

Outcomes and impact for academic year 2024-25

Actions and Intended outcome	Success criteria	Impact 2024-25																					
Literacy and reading	Students making significant gains in reading ages as measured through GL assessment across all year groups. Students who receive Fresh Start literacy intervention make an average of 8 months improvement on their reading age over an 11 month period.	<p>Students were tested at the beginning and end of the academic year. The figures referenced here indicate the ratio gain between the two tests, indicating the impact of our interventions. Our intervention includes Literacy lessons, and Fresh Start. Students are allocated intervention based on their level of need and reading ages.</p> <p>Overall, pupil premium students made a ratio gain of 1.31 over the year. This indicates the positive impact our interventions are having, but also the level of engagement pupil premium students are demonstrating.</p> <p>Interventions - PP</p> <table border="1"> <thead> <tr> <th></th><th colspan="2">Impact</th></tr> <tr> <th></th><th>Number</th><th>Ratio gain</th></tr> </thead> <tbody> <tr> <td>Bedrock and Rapid Plus</td><td>5</td><td>2.01</td></tr> <tr> <td>Bedrock Learning</td><td>7</td><td>0.98</td></tr> <tr> <td>Miskin and Bedrock</td><td>3</td><td>2.13</td></tr> <tr> <td>Miskin and Rapid Plus</td><td>3</td><td>1.84</td></tr> <tr> <td>Rapid Plus</td><td>18</td><td>1.21</td></tr> </tbody> </table>		Impact			Number	Ratio gain	Bedrock and Rapid Plus	5	2.01	Bedrock Learning	7	0.98	Miskin and Bedrock	3	2.13	Miskin and Rapid Plus	3	1.84	Rapid Plus	18	1.21
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Numeracy	Schemes of learning have been adapted in Year 7 to support identifying knowledge	Numeracy TA delivers interventions across year groups. In addition to this additional hours for 121																					

	gaps, with particular focus on disadvantaged students. We have a specialist Numeracy TA in post.	<p>numeracy have been put in place with a focus on interventions for pupil premium students and those with dyscalculia.</p> <p>Nurture schemes of work have been created in order to bridge the gap between KS2 and KS3 and to also support students that need to develop their basic numeracy skills.</p>
Attendance	Attendance improving across all year groups and cohorts, specifically with disadvantaged students. Attendance of disadvantaged students to be in line with non- disadvantaged students and at national average.	<p>Attendance of PP students has increased from 82.66% to 86.06%(2024-25)</p> <p>FSM attendance has increased from 82.12% to 85.43%.(2024-25)</p>
Careers Advice and Post 16 pathways	All students have access to a qualified careers advisor and offered support with Post 16 pathways and applications. The academy has 3 NEETS.	<p>All year 11 students had at least one hour long meeting with an impartial, independent careers adviser. 40 out of 88 PP students (46%) went on to study a Level 3 course of their choice at an OFSTED registered provider. A strong majority of the remaining students went on to study Level 2 courses. The overall figure for the school was 64% moving on to Level 3 progress. 45% of PP students went on to study Level 3 courses.</p> <p>All NEETs were at alternative provision. All of these students received visits to their alternative provision or home visits.</p>

Total budgeted cost for academic year 2024-25 : £ 428,440

Review of outcomes in the last three academic years

Measure	2025 Exam Results	2024 Exam Results	2023 Exam Results
Attainment 8	Pupil Premium Students : 33.19 All Students : 40.29	Pupil Premium Students : 29.8 All Students 39.3	Pupil Premium Students: 32.36 All Students: 42.86
Progress 8	Pupil Premium Students : N/A All Students : N/A	Pupil Premium Students ; -0.86 All students : -0.17	Pupil Premium Students:- -0.82 All Students: -0.07
Grade 5 or above in both English and maths GCSE	Pupil Premium Students : 24.7% All Students : 38.3%	Pupil Premium Students: 17.9% All students :32.7 %	Pupil Premium Students: 27.59% All Students: 40.37%
Grade 4 or above in both English and maths GCSE	Pupil Premium Students : 42.5% All Students : 61.2%	Pupil Premium Students: 35.9% All students:53.7%	Pupil Premium Students: 41.4% All Students: 57.1%

Measure	Details
How did you spend your pupil premium allocation last academic year (2024-25)?	<p>Literacy Interventions - students, primarily, in years 7 & 8 were identified using KS2 Data that needed 'catch-up' intervention. GL Assessments were used as baseline tests and cohorts of students were created, including timetabled literacy groups (heavily staffed with literacy trained staff).</p> <p>Programmes followed included: Ruth Miskin. A specialist literacy TA that works to develop literacy standards. Fresh Start, Rapid Reading, Accelerated Reader.</p>

Use of the Accelerated Reader programme to identify ZPD reading ages through comprehension levels. Specialist staff used to monitor and oversee this. All students in years 7-9 have an AR book - this is integrated into the English curriculum - literacy hour.

Rapid Reading Plus scheme for students in KS4 that have a low reading age but allowing them to access texts that are not embarrassing by being 'childish' but still present a challenge to students with a low reading age. The use of small group interventions have enabled this.

1:1 and small group interventions have provided focussed support for students that need it. A frequent (weekly for year 11) data driven meeting for years 9, 10 and 11 directs sources of support for students to attain their targets. Particular attention is given to students in vulnerable/disadvantaged groups to ensure that they are 'closing the gaps' in attainment.

Pupil Hospitality – providing food and refreshments for Disadvantaged students when they go on school trips or when they attend enrichment sessions.

Revision guides are purchased for disadvantaged Year 11 students and revision resources are provided.

Replacement uniforms are provided free of charge for disadvantaged students.

Disadvantaged students can receive funding for school trips to ensure they are able to access the same opportunities as their peers.

SPARX Maths available for all students to provide opportunities for independent learning. Designed to engage and challenge students to move up in levels of difficulty.

Additional 121 Maths tuition provided through tutors .

Employed Ed Psychologist to work with students with SEND needs and emotional school avoidance. Focus group of disadvantaged students.

Students have received enhanced careers education, information, advice and guidance. Working with Progress Careers all students received a 1:1 personal careers interview. Students with additional needs (PP, EHCP) have received enhanced IAG, including personalised transition procedures to tertiary providers aiming towards a seamless movement between providers.

