

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 Danum
Number of pupils in school	1248
Proportion (%) of pupil premium eligible pupils	34.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021, 2021-22 and 2022-23
Date this statement was published	26 th September 2022
Date on which it will be reviewed	26 th September 2023
Statement authorised by	Principal: Mandy Crane
Pupil premium lead	VP- Denise Godfrey
Governor / Trustee lead	Judy Parker Sue Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,874
Recovery premium funding allocation this academic year	£108,468
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	£508,342

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, that attend our academy outperform national performance.

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.

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

Evidence suggests pupil premium students were particularly impacted upon by the Covid Pandemic due to limited engagement with schooling at this time. There is therefore a higher need, in this cohort, for analysis of gaps in learning and catch-up strategies. We aim to provide resources and opportunities for all students who have gaps in their learning to catch up on all topics missed and to become re-motivated in their learning.

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 are able to read commensurate with their chronological age by the time they leave the academy.

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.

Some students have found that their mental wellbeing has been affected by the Covid Pandemic. Disadvantaged students have been adversely impacted more than their peers. The academy aims to support all students to build resilience and gain greater confidence through a range of strategies commensurate with student needs.

Disadvantaged students' attendance is lower than other students' attendance. Strategies are employed to engage with families and to support student attendance.

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 lower reading ages 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, 10% less attendance than the academy student body as a whole
3	Disadvantaged students, whilst making positive progress in 2020 and 2021 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
4	The Covid pandemic has adversely impacted upon the learning of disadvantaged students even more than other cohorts leaving significant gaps in knowledge and understanding
5	Mental wellbeing has been significantly affected by successive lockdowns. Disadvantaged students have been impacted more than other cohorts
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

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.

Actions and Intended outcome	Success criteria
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 14 months improvement on their reading age over an 11 month period. Students in the specialist

	literacy lessons make an average of 16 months improvement on their reading ages over the same period.
Numeracy	Schemes of learning have been adapted in Year 7 to support identifying knowledge gaps, with particular focus on disadvantaged students. We have created a numeracy TA position to support this cohort.
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.
Attainment and Progress	Disadvantaged students to be closing the gap on attainment with non-disadvantaged peers as measured by Attainment 8, grades 5 or above in both maths and English GCSE and grades 4 or above in both maths and English GCSE. Disadvantaged students to be closing the gap and then exceeding the progress of non-disadvantaged peers as measured by progress 8
Gaps in Knowledge	Gaps in knowledge identified and strategies employed to ensure students have a comprehensive understanding of all curriculum areas. Measured in attainment 8 score in year 11 and praising Stars assessments in other year groups.
Mental Wellbeing	Students across the academy are growing in resilience and confidence. Fewer students presenting with concerns about mental wellbeing.
Parental Engagement	Increased parental engagement at parents' evenings, events and information evenings. Parental surveys provide parental views.

Activity in this academic year

Teaching

The EEF recommends a tiered approach to support students impacted by the coronavirus pandemic. The strategies suggested are equally important for disadvantaged students.

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.

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

Reciprocal reading, which is already used in some subject areas, is to be rolled out to support vocabulary development and reading comprehension in all subjects.

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 for 2021-22. Class sizes are smaller to allow increased feedback and support in the classroom by subject teachers.

Learning Brilliance lessons in year 7 develop students' understanding of how they learn and help them to gain confidence and resilience as learners.

'Hegartymaths' and 'Sparxs' has been procured for all students to allow them opportunities to practise maths. GCSE POD has been procured for year 11 students to allow them to revise topics outside of the classroom. Identified students receive director intervention to ensure good progress.

The Academy has recently been 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. The Academy will develop this further to gain 'Centre of Excellence'.

2. Targeted student support and intervention

There are now four additional teaching groups in year 7 and 8 and 2 additional teaching groups in year 9. Students are assessed on whether they need Lexia, Rapid Reading, Fresh Start or Reciprocal Reading intervention. In some cases we offer a combination of all 4. 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 14 months over an 11 month period.

Praising Stars, every 6 weeks, 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.

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

Students in years 8 and 9 receive specific support to develop good behaviours for learning. This occurs through mentoring. A leadership role has been created, for a year, for an aspiring leader who will monitor and mentor students who need support to develop as learners.

Small group tuition is to be delivered to students both within the school day, after school and during holidays. The tuition is to be delivered by teachers within the academy and post 16 mentors.

Wellbeing of students is recognised by the provision of the mental health team providing mindfulness and 1:1 support. A health and wellbeing officer has been recruited to support students. A temporary leadership role has been put in place to further develop the mental health strategy within the academy, and we have secured training opportunities to create Student Mental Health Ambassadors to support all students within the academy. The Academy was awarded the Carnegie Bronze Award in July 2021 and will work towards the gold award by 2023.

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.

The Progress Learning Centre and Bridge work with more vulnerable students. Lessons are provided through high quality online learning or through one to one teaching. A developing leader, temporary leadership role, has been asked to develop an online portal for these students that can also be used for targeted interventions and home 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 Careers INC. The Gatsby benchmarks are met and students have many interactions with the world of work. Future Fit will be developed further and the Academy is working towards 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 the University of York (Shine Project) and Sheffield Hallam University and the University of Sheffield (HEPPSY) to develop aspiration to attend university in more disadvantaged students. Learning Brilliance allows students in year 9 to undertake academic research and work with Post Graduate students.

Improving Attendance is an area of development. We are working with the LA to develop strategies to engage with parents of students with the poorest attendance. Within the academy there is a high focus on attendance with students with tracking, incentives and rewards in place for students attending regularly.

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.

Breakfast club provides breakfast free of charge to all students in 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.

Opportunities to develop cultural capital will be provided throughout the year.

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

Total budgeted cost: £ 508,342

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attainment Previous 3 Years:

Measure	2022 Exam Results	2021 (Teacher Assessed Grades-Covid)	2020 (Centre Assessed Grades-Covid)
Attainment 8	Pupil Premium Students:32.1 All Students: 41.8	Pupil Premium Students:40.35 All Students: 47.45	Pupil Premium Students: 41.59 All Students: 46.65
Progress 8	Pupil Premium Students:-0.69 All Students: -0.07	Pupil Premium Students:+0.24 All Students: +0.80	Pupil Premium Students: + 0.4 All Students: +0.56
Grade 5 or above in both English and maths GCSE	Pupil Premium Students:30.1% All Students: 41%	Pupil Premium Students:40.0% All Students: 50.0%	Pupil Premium Students:35.1% All Students: 49.1%
Grade 4 or above in both English and maths GCSE	Pupil Premium Students: 40.1% All Students: 56.4%	Pupil Premium Students: 52.7% All Students: 70.2%	Pupil Premium Students:59.7% All Students: 69.8%

Measure	Details
<p>How did you spend your pupil premium allocation last academic year?</p>	<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 training for 6 members of staff. There are two literacy TA's that solely work to develop literacy standards. Lexia, Toe To Toe, Fresh Start</p> <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.</p> <p>Reciprocal Reading initiative to develop students' ability to work together to predict and decode texts to enable further understanding.</p> <p>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.</p> <p>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.</p> <p>Numeracy has been developed using the 'Numicon' software, this is a computerised, 'intelligent' system that personalises questions and tasks based on knowledge and responses in maths based questions.</p> <p>GCSE Science Pod - a scheme of work/approach that has been designed to engage and challenge students with lower attainment levels.</p> <p>Students have received enhanced careers education, information, advice and guidance. Working with the SY. HEPPSY provider and CareersInc all students received a 1:1 personal careers interview. Students with additional needs (PP, EHCP) have received</p>

enhanced IAG, including personalised transition procedures to tertiary providers aiming towards a seamless movement between providers.

Resources were used to stock students with remote learning hardware and WIFI friendly implements. Whilst some appliances were made available through other funding streams the school invested significant funds to ensure that no students were marginalised from learning through home circumstances.

Students that have EAL have benefitted from specialised small group intervention to develop their ability to speak English. Software packages such as Rosetta Stone and Lexia are invaluable in developing their ability to engage in mainstream classes.

A significant amount of work has been undertaken looking at interpersonal relationships and conflict resolution.

These interventions include:

- 'Drop-down' days - for some students the timetable has been suspended and students have been taken to an outside venue (Doncaster Rugby Club) to explore aptitudes, ambition and career pathways.
- 'BOSS' days - a focussed package directed at girls and their ability to communicate amicably involving conflict resolution.
- 'Second Chance' - an opportunity for students to consider behaviours with developing control through physicality.
- 'Bags of Character' - a programme that uses props to promote interactions and relationships.
- Students throughout the academy are invited to enrichment clubs. The following were available to students in July 2021:
 - After school maths
 - Basketball / Netball / Benchball
 - Rock Band - Students already learning Rock band instruments
 - Chemistry and Physics catch up
 - Art catch up
 - Graphics and photography MMlcatch up
 - Drama Intervention
 - Drama Club
 - Boys Football
 - Girls football
 - After school English
 - Lego Club
 - Brilliant Scientist Club
 - British Sign Language Level 2
 - Homework club and future planning
 - Y11 Science Intervention
 - Art Club
 - GCSE Music Intervention

	<ul style="list-style-type: none"> ▪ Drama Intervention ▪ Maths Catch up ▪ English Language Revision ▪ Art catch up ▪ Instrument Practice ▪ OCR Sports Studies ▪ OCR Sports Studies ▪ Table Tennis ▪ Magic the gathering ▪ Psychology/Sociology support - alternate weeks ▪ Manga Madness!!! ▪ Creative writing club ▪ Drama Intervention ▪ Dance Enrichment ▪ ASM ▪ BEAT IT' Samba & African Drumming ▪ Culture club (languages) ▪ Role Playing Games/Dungeons and Dragons ▪ Girls and Boys Rugby ▪ LGBTQ+ Support group ▪ Musical Theatre ▪ Instrumental Practice ▪ Danum Voices ▪ History ▪ Geography ▪ Spanish ▪ Spanish ▪ Book Club ▪ Hair & Beauty
<p>What was the impact of that spending on pupil premium eligible pupils?</p>	<p>Resources were used to stock students with remote learning hardware and WIFI friendly implements. Whilst some appliances were made available through other funding streams the school invested significant funds to ensure that no students were marginalised from learning through home circumstances.</p> <p>The school used PP funds to ensure criteria were all in place for the IQM award:</p>  <p>This recognises the commitment of the school to inclusion for all.</p>

In addition to the careers and inclusion nationally recognised benchmarks the school has also received the Bronze Carnegie



Award for mental health and wellbeing:

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
National Tutoring Programme	First Choice

Service pupil premium funding (optional)

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?	