

# 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 2022-23

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	1237
Proportion (%) of pupil premium eligible pupils	36.3%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	18 <sup>th</sup> September 2023
Date on which it will be reviewed	18 <sup>th</sup> September 2024
Statement authorised by	Principal: Mandy Crane
Pupil premium lead	VP- Denise Godfrey
Governor / Trustee lead	Judy Parker Sue Williams

## Funding overview for academic year 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£428,440
Recovery premium funding allocation this academic year (2023-24)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£428,440

## 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.

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. Additional reading interventions are offered to students that need additional support with reading through accelerated reader, Ruth Miskin .....

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 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. Each year group has a Learning Manager. For 23/24 and beyond, 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 a Personal Development Centre (PDC) 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 PDC 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.

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, Vertical Mentoring Groups that focus on improving attendance and helping students to attend school. 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.

## 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, 4.5% 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.

	Progress for the disadvantaged pupils is poor for 22/23 students. -0.82 versus -0.07 all.
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	The attendance of pupil premium and SEND students is low.
6	Mental wellbeing has been significantly affected. Disadvantaged students have been impacted more than other cohorts and the number of SEMH needs have risen significantly
7	Some parents do not engage with parent evenings and parent information evenings reducing the impact of home and school partnership working to support students

## Activity in this academic year (2023-24)

### 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 including additional lessons and 121 tutoring.

'Hegartymaths' and 'Sparx' 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 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. The Academy will develop this further to gain 'Centre of Excellence'.

## **2. Targeted student support and intervention**

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.

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 Bronze Award in July 2021 and will work towards the gold award by 2024.

## **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 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 Careers INC. The Gatsby benchmarks are met 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 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

Improving Attendance is a key area of development. Our trust have partnered with ImpactEd, and will be carrying out a year-long 'Understanding Attendance' research project at the academy, as well as across the trust- this will help us identify the key drivers behind low attendance at Danum, through surveying students and their parents/carers. This will help us put in place 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 was appointed in September 2022 to do daily home visits, build relationships with families and remove barriers for students that are not attending. An Attendance Officer was also appointed to the team in September 2023, to increase capacity and to further drive attendance.

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.

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 for academic year 2023-24 : £ 428,440**

## **Outcomes and impact for academic year 2022-23**

<b>Actions and Intended outcome</b>	<b>Success criteria</b>	<b>Impact 2022-23</b>
Literacy and reading	Students making significant gains in reading ages as measured	Students were tested at the beginning and end of the academic year. The

	<p>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.</p>	<p>figures referenced here indicate the ratio gain between the two tests, indicating the impact of our interventions. Our intervention includes Literacy lessons, Rapid Plus and Ruth Miskin Fresh Start. Students are allocated intervention based on their level of need and reading ages.</p> <p>In literacy lessons, pupil premium students made a ratio gain of 1.19 over the year. In Rapid Plus, pupil premium students made a ratio gain of 1.19. In Miskin, pupil premium students made a ratio gain of 1.88. This indicates the positive impact our interventions are having, but also the level of engagement pupil premium students are demonstrating.</p>
Numeracy	<p>Schemes of learning have been adapted in Year 7 to support identifying knowledge gaps, with particular focus on disadvantaged students. We have a specialist Numeracy TA in post.</p>	<p>Numeracy TA was appointed for September 2023. In addition to this additional hours for 121 numeracy have been put in place with a focus on interventions for pupil premium students and those with dyscalculia.</p>
Attendance	<p>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>	<p>Attendance of PP students has increased from 79.55% to 80.29%. FSM attendance has increased from 78.17% to 80.26%.</p> <p>Persistence Absence (PA) for PP has reduced from 54.72% to 49.64%. FSM PA has reduced from 57.72% to 49.77%.</p>
Careers Advice and Post 16 pathways	<p>All students have access to a qualified careers advisor and offered support with Post 16 pathways and applications. The academy has zero NEETS.</p>	<p>All year 11 students had at least one hour long meeting with an impartial, independent careers adviser. 25 out of 58 PP students (43.1%) went on to study a Level 3 course of their choice at an OFSTED registered provider. The overall figure for the school was 54% moving on to Level 3 progress. Of the 33 students who did not progress to Level 3 courses only 9 would have been eligible according to their targets based on Key Stage 2 data.</p> <p>There was 1 NEET medical . 2 Pupil Premium students were at alternative provision and all of these students received visits to their alternative provision or home visits.</p>

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**Total budgeted cost for academic year 2022-23 : £ 508,342**



## Review of outcomes in the previous academic year

Attainment Previous 3 Years:

Measure	2023 Exam Results	2022 Exam Results	2021 (Teacher Assessed Grades-Covid)
Attainment 8	Pupil Premium Students: 32.36 All Students: 42.86	Pupil Premium Students:32.1 All Students: 41.8	Pupil Premium Students:40.35 All Students: 47.45
Progress 8	Pupil Premium Students:- 0.82 All Students: -0.07	Pupil Premium Students:-0.69 All Students: -0.07	Pupil Premium Students:+0.24 All Students: +0.80
Grade 5 or above in both English and maths GCSE	Pupil Premium Students: 27.59% All Students: 40.37%	Pupil Premium Students:30.1% All Students: 41%	Pupil Premium Students:40.0% All Students: 50.0%
Grade 4 or above in both English and maths GCSE	Pupil Premium Students: 41.4% All Students: 57.1%	Pupil Premium Students: 40.1% All Students: 56.4%	Pupil Premium Students: 52.7% All Students: 70.2%

Measure	Details
How did you spend your pupil premium allocation last academic year (2022-23)?	<p>Literacy Interventions - students, primarily, in years 7 &amp; 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. Lexia, 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.

Reciprocal Reading initiative to develop students' ability to work together to predict and decode texts to enable further understanding.

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.

GCSE Science Pod - a scheme of work/approach that has been designed to engage and challenge students with lower attainment levels.

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.

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

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:

- Appointment of a behaviour support worker to support students in developing skills in how to deal with conflict, raising self esteem and to deliver workshops for students including anger management, CSE and CCE.
- Introduction of the PDC (Personal Development Centre) – students that are accumulating sanctions or are finding it hard to engage with education take part in a 6 week programme . The programme aims to re-engage the students, focus on health and well-being, making the right choices and improving self-belief and self-control.
- Students throughout the academy are invited to enrichment clubs. The following were available to students in July 2022:
  - After school maths
  - Basketball / Netball
  - Chemistry and Physics catch up
  - Art catch up
  - Graphics and photography catch up
  - Drama Intervention
  - Drama Club
  - Boys Football
  - Girls football
  - Maths Homework club
  - Y11 Science Intervention
  - Art Club
  - GCSE Music Intervention
  - English Language Revision
  - Table Tennis
  - Psychology/Sociology support - alternate weeks
  - Year 11 after school Maths
  - Musical Theatre
  - History
  - Geography
  - Spanish Club