

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Hemsworth
Number of pupils in school	1001
Proportion (%) of pupil premium eligible pupils	35.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2022
Date this statement was published	24 September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	T.Rutter
Pupil premium lead	C.Langley
Governor / Trustee lead	D.Earnshaw

### Funding overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£330,430
Recovery premium funding allocation this academic year	£50,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£380,600</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

We aim to achieve the following objectives:

- Improve outcomes of PP students
- Improve the numeracy and literacy skills of our PP students so they can fully access the curriculum
- Improve attendance and reduce persistent absence of PP students
- Work towards achieving all GATSBY benchmarks
- Achieve positive Mental health
- Students to become well rounded citizens that make a positive contribution to society, achieving economic stability
- Students to live a happier, healthier, longer life as a result of staying in the education system for longer
- Re-establish good routines at the academy and maintain high standards in the classroom

Our current strategy is aimed at removing barriers to enable our PP students to access their full entitlement of the curriculum, resulting in the elimination of the achievement gap between PP and non PP students.

Our key principles are; swift identification of pupil premium students who need support. We will develop and embed a tiered and raft of interventions to meet the individual

needs of our students. Finally, we will measure the impact of our support and review to decide if further support is required.

**Challenges**

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

Challenge number	Detail of challenge
1	Low attendance
2	High suspensions
3	Lower Progress 8 and attainment 8 compared to the non PP students
4	Low aspirations in the household/community
5	Keeping children safe to enable them to fulfill their potential
6	PP students transitioning to the academy below National average for their literacy and numeracy
7	Students are out of good routines which affects the climate and culture for learning

**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
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Close the gap for attendance between PP and non PP	Meet Academy targets
Reduce the number of exclusions for PP students	Meet Academy targets
Close the attainment 8 and progress gap	Meet Academy targets
Establish a culture and climate optimal for excellent learning to take place	Meet Academy targets through external quality assurance and feedback

### 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: £86,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve first wave Teaching & Learning	We want to offer high quality teaching to all these students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period. For example, collaborative learning, AfL, weighted questioning.	1,2,3,4,6

Improve literacy at KS3	Accelerated Reader is shown to have a positive impact across the Trust. Regular testing of student's literacy skills will help identify those in need of a personalised curriculum to help them catch up.	1,2,3,4,6
Improve numeracy at KS3	Maths Mastery has proven successful across the Trust, which is part of the metacognition process, which is known to accelerate learning by +8 months. Regular testing of student's numeracy skills will help identify those in need of a personalised curriculum to help them catch up.	1,2,3,4,6
Director support from OGAT to be made available to departments to ensure PP students make the required progress. Praising Stars and the RAG used to monitor student progress.	Guidance and support from directors within the Trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for PP students. Planned interventions for PP students coordinated by the Senior Leadership team.	1,2,3,4,6
Improve quality of education for students when their teacher is absent	Appoint an experience leader/teacher through using the covid recovery funding	1,2,3,7

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

Budgeted cost: £59,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
The curriculum of all PP students will be analysed and additional English and/or Maths support will be provided if necessary.	Students are provided with interventions such as Option English, HMG English, Lunch English, 1-2-1 sessions and after school English sessions. This is mirrored in Maths.	1,2,3,4,6
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills. Delivered by 2 specialist numeracy and literacy TAs.	We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. The resources that will be included are the Ruth Miskin phonics, Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, for numeracy. All of these resources have been proven to add at least +4 months' progress.	1,2,3,4,6

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

Budgeted cost: £334,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Utilise the EWO and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA	Early intervention is proven to prevent students becoming PA and offering a range of support to PP students and ensure they make the same progress as their peers.	1,2,4,5
All staff to provide quality enrichments and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.	The EEF Sutton Trust Toolkit has demonstrated that after school activities and holiday interventions accelerate progress by +5 months on average.	1,2,4,5
Ensure mental health awareness, and strategies of resilience, are implemented in our behaviour curriculum through form time and interventions.	Continue to embed recent achievement of the Gold Mental Health award in proactive and reactive aspects of the curriculum supporting PP students.	1,2,4,5
Expose all PP students to the Gatsby benchmarks, ensuring students can make informed decisions about their futures	Research has shown the importance of high quality careers advice in order to raise student's aspirations	1, 2, 3, 4, 6
Appoint an experienced leader to support re-establishing good routines and a positive climate for	Research from our 7 strand transformation model shows leadership with efficacy and vision helps improve schools	1,2,3,4,7

learning from our covid recovery funding		
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**Total budgeted cost: £481,055**

**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 2020 to 2021 academic year.

In house data shows that the gap for our current Year 11 is on target to be significantly reduced compared to the previous Year 11.

The attainment of PP students from 2019 to 2021 increased.

Our attendance data demonstrates the gap between PP and non PP from 2019 to 2021 has reduced by 1.3%.

Our PA data demonstrates the gap between PP and non PP from 2019 to 2021 has reduced by 2.7%.

The percent of fixed term exclusions for PP students has significantly reduced from 2019 to 2021. In the same time period the gap between PP and non PP students for fixed term exclusions has reduced considerably.

In house assessment data shows that the gap for all years groups is either eliminated or nearly eliminated..

Only one Pupil Premium student was NEET in 2019/20.

The percent of students achieving a grade 4 or better in English and Maths improved from the previous year. 121 funding supported targeted intervention with students.

The weekly average number of consequences issued at all levels in the academy reduced from the previous academic year.



Due to additional covid funding to support with additional cleaning. All staff and students were kept safe.

Increased number of KS3 students accessed additional literacy support due to the covid recovery funding, which will help their transition to KS4.

### **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
Ruth Miskin - Phonics	Ruth Miskin
Accelerated Reader	Renaissance
Lexia	Lexia Learning Systems LLC
1-2-1 Numeracy	Outwood Grange Academies Trust
1-2-1 Literacy	Outwood Grange Academies Trust
Specialist Numeracy TA	Outwood Grange Academies Trust
Specialist Literacy TA	Outwood Grange Academies Trust
Careers Advisors	Careers Inc
iSpace (wellbeing support)	iSpace
PC Caddick (PCSO)	West Yorkshire Police

### **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?	<p>Last year we employed ISpace as a mentoring service available for students in need.</p> <p>We have a Bridge and Personalised Learning Centre (PLC) to support pastoral or personalised interventions</p> <p>Invested in CPD of staff to become Deputy Designated Safeguarding Leads and Mental Health First Aiders</p>
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium children are achieving well, with good attendance and no concerns have been raised over their safety or mental health

**Further information (optional)**