

Pupil premium strategy statement

2025 - 26



School overview

Detail	Data
School name	Outwood Academy City Fields
Number of pupils in school	2024 - 25 - 898 2025 - 26 - 933
Proportion (%) of pupil premium eligible pupils	2024 - 25 - 34.5% 2025 - 26 - 39%
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2025/26
Date this statement was published	18 December 2025
Date on which it will be reviewed	1 December 2026
Statement authorised by	Michelle Colledge-Smith
Pupil premium lead	Michelle Wake
Governor / Trustee lead	Michael Devaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Pupil premium strategy statement **2025 - 26**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across the curriculum, in addition we will work to provide pupils with key skills they need for lifelong learning and a healthy participation in the wider world.

Our focus is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities outlined in this statement are intended to meet these needs, while also supporting all pupils, regardless of disadvantage.

Quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Our key objectives are:

- To ensure students have high quality teaching using the 5 pillars approach (built on Rosenshine's Principals) as well as a comprehensive checking for understanding policy.
- To improve and support attendance figures for all Pupil Premium pupils. Reduce the number of persistent absentees.
- Improve pupils reading and literacy skills (reading, writing, oracy), specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects.
- improve pupils numeracy skills during KS3 to achieve 5+ or better in English & Maths in Year 11.
- Increase the number of parents/carers engaging in supporting Pupil Premium pupils education to promote better education and outcomes.
- To support Pupil Premium pupils Social, Emotional & Mental Health needs.
- To increase pupil aspirations and experiences of the wider world.

Pupil premium strategy statement 2025 - 26

Challenges

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

Challenge number	Detail of challenge																											
1	Quality first teaching - ensure Pupil Premium students are taught well by staff using the 5 pillars approach and the checking for understanding policy.																											
2	Attendance - The rates for Pupil Premium pupils are below their peers. They also have a higher rate of persistent absenteeism (PA) than their peers.																											
3	Low levels of literacy - Pupil Premium pupils have a lower starting point in terms of their reading than their peers. <table><tr><td></td><td>Pupil Premium</td><td colspan="2">Non-Pupil Premium</td></tr><tr><td>Y7 - 2025</td><td>99</td><td colspan="2">103</td></tr><tr><td>Y8 - 2024</td><td>101</td><td colspan="2">103</td></tr><tr><td>Y9 - 2023</td><td>99</td><td colspan="2">103</td></tr><tr><td>Y10 - 2022</td><td>99</td><td colspan="2">103</td></tr></table>					Pupil Premium	Non-Pupil Premium		Y7 - 2025	99	103		Y8 - 2024	101	103		Y9 - 2023	99	103		Y10 - 2022	99	103					
	Pupil Premium	Non-Pupil Premium																										
Y7 - 2025	99	103																										
Y8 - 2024	101	103																										
Y9 - 2023	99	103																										
Y10 - 2022	99	103																										
4	Low levels of numeracy - Pupil Premium pupils have a lower starting point in terms of their numeracy than their peers. <table><tr><td></td><td>Pupil Premium</td><td colspan="2">Non-Pupil Premium</td></tr><tr><td>Y7 - 2025</td><td>100</td><td colspan="2">104</td></tr><tr><td>Y8 - 2024</td><td>101</td><td colspan="2">103</td></tr><tr><td>Y9 - 2023</td><td>100</td><td colspan="2">104</td></tr><tr><td>Y10 - 2022</td><td>100</td><td colspan="2">104</td></tr></table>					Pupil Premium	Non-Pupil Premium		Y7 - 2025	100	104		Y8 - 2024	101	103		Y9 - 2023	100	104		Y10 - 2022	100	104					
	Pupil Premium	Non-Pupil Premium																										
Y7 - 2025	100	104																										
Y8 - 2024	101	103																										
Y9 - 2023	100	104																										
Y10 - 2022	100	104																										
5	Parental support is hampered by a number of factors; <ul style="list-style-type: none">• Access to the internet and suitable technology• Engagement with technology• Language barriers (a greater number of pupils have English as their first language but their parents/carers do not). <table><tr><td></td><td>% Pupil Premium</td><td>% Pupil Premium & EAL</td><td>% Pupil Premium & Lower Ability</td></tr><tr><td>Y7 - 2025</td><td>39</td><td>45</td><td>51</td></tr><tr><td>Y8 - 2024</td><td>41</td><td>29</td><td>39</td></tr><tr><td>Y9 - 2023</td><td>40</td><td>47</td><td>45</td></tr><tr><td>Y10 - 2022</td><td>41</td><td>52</td><td>48</td></tr><tr><td>Y11 - 2021</td><td>34</td><td>59</td><td>No KS2</td></tr></table>					% Pupil Premium	% Pupil Premium & EAL	% Pupil Premium & Lower Ability	Y7 - 2025	39	45	51	Y8 - 2024	41	29	39	Y9 - 2023	40	47	45	Y10 - 2022	41	52	48	Y11 - 2021	34	59	No KS2
	% Pupil Premium	% Pupil Premium & EAL	% Pupil Premium & Lower Ability																									
Y7 - 2025	39	45	51																									
Y8 - 2024	41	29	39																									
Y9 - 2023	40	47	45																									
Y10 - 2022	41	52	48																									
Y11 - 2021	34	59	No KS2																									

Pupil premium strategy statement 2025 - 26

6	<p>More young people have become social skill deficient in a number of areas:</p> <ul style="list-style-type: none">• Basic Communication Skills• Empathy and Rapport Skills• Resilience• Interpersonal Skills• Problem Solving Skills• Accountability <p>Our goal is to aid pupils in building these skills and others so that they thrive in society.</p>
---	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Pupil premium strategy statement 2025 - 26

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	Intervention
Increase engagement in reading (KS3)	<p>Greater number of boys accessing the LRC</p> <p>50% of cohort to show improvements in STAR test scores</p>	<p>All Year 7 and Year 8 pupils receive one weekly lesson in the LRC during one of their English lessons. As a result, all male pupils who are eligible for the Pupil Premium in Year 7 and 8 are accessing the LRC.</p> <p>As part of this weekly lesson, pupils are able to access MyOn to read books online, or they can select a hardcopy of a book if they prefer. When pupils complete their book, they test on Accelerated Reader. They conduct 4 formal tests on Accelerated Reader per year, each time testing for their reading age.</p> <p>Any pupil who scores a reading age of below 8 will complete a Ruth Miskin screening test. If needed, they then move onto the Miskin Programme. The Miskin programme focuses on phonics, which is taught at Key Stage 1. EEF Teaching and Learning Toolkit - Reading Comprehension Strategies</p> <p>Development days and support from Fresh Start to audit our provision helps drive the success of the projects.</p> <p>Those with a reading age below 10 are screened for Rapid Reading programme and work with the team to develop fluency skills.</p> <p>The Literacy RAG is held weekly to track students progress and success.</p> <p>Reading ages are used in seating plans to support teacher planning.</p> <p>During PDG time we have adopted 'Outwood Reads' to prompt the love of reading and thinking about literacy as an act of pleasure and enjoyment.</p>
Increase Maths knowledge	<p>Close the learning gap between identified catchup pupils and pupils who achieved expected standards</p>	<p>There are numerous types of intervention operating in Maths:</p> <ul style="list-style-type: none">1-2-1 tuitionSmall group workBelow 90 curriculum - Y7Rock stars Maths - KS3Maths Academic Mentors - Y10 & Y11 <p>Pupils eligible for the Pupil Premium have been a focus group for interventions.</p> <p>Developing our close work with the primary schools so we can avoid a dip in progression from KS2 to KS3.</p> <p>Greater degree of confidence accessing Maths identified through student voice.</p> <p>To challenge the higher prior attaining mathematicians through the the 'axiom' maths tutor time programme. (Currently running in Y7 only)</p> <p>Work with groups on National Maths Challenge package to increase</p>

Pupil premium strategy statement 2025 - 26

		<p>aspirations around Maths and STEM subjects. Some students in Y11 are accessing Further Maths.</p> <p>Celebrate Maths and Numeracy - Staff training to continue in Learning and Performance time and Maths to continue to offer CPD to all teaching staff at City Fields.</p> <p>The Maths team continues to develop their own skills with the teaching for Mastery pathways programme and work with the Maths Hub.</p>
Increase aspirations	Close the gap between disadvantaged pupils and non-disadvantaged pupils at 4+ & 5+.	<p>Weekly tracking of English and Maths via RAG meetings supporting student access to the right interventions at the right time.</p> <p>Half-termly reports identifying progress.</p> <p>Parents/carers are to be more informed with ocloud and portal access.</p> <p>Events to support parents engaging with learning content and Head of department sharing key messages each half term.</p> <p>Reduced number of students who are eligible NEET with quality Careers guidance and support.</p> <p>Careers events and cafes which showcase success of local people.</p>
Improve attendance	<p>Reduced number of pupils PA.</p> <p>Increase the overall attendance of PP pupils so that we close the gap with the national average.</p>	<p>Reduced number of persistent absentees (PA) among students eligible for Pupil Premium with targeted tracking. This is part of the weekly meetings.</p> <p>Increased vigilance is carried out with regards to first day contact, by the attendance team and Learning Managers.</p> <p>Be vigilant around barriers to schools and having open conversations around finances that are stopping young people accessing school because of these.</p> <p>All staff to be trained around EBSA and the Attendance Champion to showcase improvements weekly to staff.</p> <p>Students to utilise personal knowledge and accountability through weekly updates on their attendance using the banding criteria, this is seen by stickers in their planner showing their progress.</p>

Pupil premium strategy statement 2025 - 26

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.

Most of the monitoring arrangements will be reviewed in the following ways:

- Feedback from Pupil Voice
- Feedback from Staff Voice
- Feedback from Middle Leaders & Senior Leaders
- Improved achievement outcomes

However in each area there may be other ways that outcomes or approaches may be reviewed due to the nature of the activity.

Teaching

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Implementation	Challenge number(s) addressed	Outcomes
Quality of teaching and learning. CPD on quality first teaching based on the strategies that work with Pupil Premium pupils. I would keep this really simple and state the impact that the 5 pillars which is underpinned by Rosenshine's Principles has on PP students, as well as how the implementation of the checking for understanding policy	<p>Quality first wave teaching is essential to support all pupils and staff. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period.</p> <p>Subject development and mastery improves teaching styles and understanding and the impact is around 2+ months. Staff CPD can support pupils in making 4+ months of progress.</p>	<p>Set strategies for staff agreed by departments</p> <p>Consistent messages shared with pupils</p> <p>L&P used to review practices and share best practice</p> <p>Coaching used to build confidence</p> <p>Trauma Informed Practice development sessions</p> <p>Planning of key activities around themes and topic and key parts of the year such Mental Health week, Numeracy activities - Pi day</p> <p>Focus on different types of CPD to support staff stage of career and not blanket CPD</p> <p>Choose partner opportunities/provision - NIoT</p> <p>Training sessions for staff during Learning and Performance time.</p> <p>Calendared training to support staff progress</p>	1, 2, 3, 4, 6	<ul style="list-style-type: none">• Pupil attendance is improved• Pupil outcomes and their accessibility to learning is improving• Reduced incidences of poor behaviour• Differentiation is used effectively so pupils can access learning at their level• Narrowing of the gap between PP and Non-PP pupils• Increased engagement• Improved practice of staff• Improved mental well being

Pupil premium strategy statement 2025 - 26

<p>ensures staff are looking at PP students first to ensure they do understand what they are doing and that they can access the learning and are making progress.</p> <ul style="list-style-type: none"> • CPD • Maths Mastery • ACEs training • Teach First • Ruth Miskin Training • Safeguarding • Educational School Based Avoidance 	<p>EEF Teaching and Learning Toolkit - Mastery Learning</p> <p>Adaptive teachings also deployed to QFWT</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>			<p>of staff through positive development</p> <ul style="list-style-type: none"> • Better pupil guidance and development strategies • Increased teacher retention • Improved attendance due to feeling encouraged
<p>School Standards and Improvement Partner Support</p>	<p>Guidance and support from experts in their field within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict pupil progress for Pupil Premium pupils. Directors support teachers and leaders by developing teacher expertise and creating tools and professional development to enhance pupil knowledge and understanding.</p>	<p>Subject Specialist will be assigned to specific subject areas and will work collaboratively with teachers and Heads of Department to ensure the following:</p> <p>Curriculum Enhancement - Subject Specialists will leverage their subject-specific expertise to enhance curriculum content and design</p> <p>Pedagogical Guidance - Subject Specialists will provide guidance on effective teaching strategies, and build a culture of professional development</p> <p>Data-Driven Insights - They will analyse pupil performance data to identify trends, learning gaps, and areas that require targeted intervention</p> <p>Collaborative Planning and resource allocation - Collaboration between Subject Specialists, teachers, and Heads of Department will be encouraged to create cohesive and impactful strategies and resources that span across grade levels and subject areas.</p>	<p>1, 2, 3, 4, 6</p>	<ul style="list-style-type: none"> • Improved understanding and knowledge of Maths, Science, English, MFL, and Humanities • Review of teachers skills and routines • Improved practice from teachers to leaders • Enhanced engagement as pupils are catered for • Informed and standardised Provision • Narrowing of the gap between PP and Non-PP pupils • Increased engagement • Improved mental well being of staff through positive

Pupil premium strategy statement 2025 - 26

				<p>development</p> <ul style="list-style-type: none"> • Better pupil guidance and development strategies • Increased teacher retention • Improved attendance due to feeling encouraged
--	--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Targeted Academic Support

Budgeted cost: £ 121,507

Activity	Evidence that supports this approach	Implementation	Challenge number(s) addressed	Outcomes
<p>Additional Intervention session:</p> <ul style="list-style-type: none"> • 121 Maths, English & Science tutors • Personal Development groups for Maths, English and Science • Academic enrichment 	<p>Additional support for pupils to increase progress and attainment. pupils who received individualised support are said to accelerate their progress by +4 months.</p> <p>EEF Teaching and Learning Toolkit - Small Group Tuition</p> <p>EEF Teaching and Learning Toolkit - One to One</p>	<p>Planning of key activities/gaps to strengthen basic knowledge and understanding</p> <p>Curriculum alignment of tutoring</p> <p>Skill reinforcement and practice</p> <p>Building of positive/proactive relationships</p> <p>Small groups mapped effectively to reduce cross over</p> <p>This will be monitored by analysis the results of PP students over time based on their starting point</p>	1, 2, 3, 4, 6	<ul style="list-style-type: none"> • PP student outcomes (highlighted above).
Alternative Provision	Support for children who need to be reintegrated back into school or that	<p>Building of positive/proactive relationships</p> <p>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</p>	2, 3, 4, 6	<ul style="list-style-type: none"> • Improved mental well being and positive development through success and

Pupil premium strategy statement 2025 - 26

	<p>the constraints of school is currently a barrier to learning academically, socially or emotionally. Tailored Learning Plans can provide customised learning plans that cater to the specific needs and interests of each pupil, leading to improved engagement and outcomes (Leighetal., 2020).</p>	<p>Regular monitoring of provision Share curriculum links to provision</p> <p>This will be monitored by analysis of behaviour over time and based on starting point</p>		<p>provision intervention</p> <ul style="list-style-type: none"> • Transferable skills from provision to school • Improved attendance due to feeling encouraged
Uniform	<p>Allows all children to feel like they belong to the Academy</p> <p>EEF Teaching and Learning Toolkit - School Uniform</p> <p>Removing barriers caused by the cost of school uniform to improve attendance and engagement with school for disadvantaged families and students.</p> <p>By supporting in this way, we are adapting the behaviour approach - not utilising a one size fits all and supporting families and students to meet high expectations and standards, rather than</p>	<p>Building of positive/proactive relationships and community Collective understanding shared of why we wear uniform Support for those who cannot afford uniform either by Pupil Premium fund or Hardship fund</p>	2, 5, 6	<ul style="list-style-type: none"> • Improved mental well being and positive development through community building • Improved attendance due to equality in dress and appearance • Helps to support sense of self

Pupil premium strategy statement 2025 - 26

	<p>uniform issues leading to further behaviour issues.</p> <p>EEF Guidance Report - Improving Behaviour</p>			
<p>Subscriptions and Services</p> <ul style="list-style-type: none"> • Sparxs • Sparxs Science • Accelerated Reader • MyOn • Twinkl • Edukey • Langugagenut • GL Assessments 	<p>Improves progress and engages pupils and families with learning. Sparxs Maths supports a visual way of gaining new Maths skills, learning can also be continued and accessed at home. Sparx Science supports progress in Science and checks for understanding. MyOn and Accelerated Reader offer pupils accessible ways to engage with text and reading.</p> <p>Setting homework and extended learning packages can have 4+ months impact.</p> <p>EEF Teaching and Learning Toolkit - Homework</p>	<p>Selection of Effective Tools - We have carefully chosen software tools that are evidence - based and have demonstrated positive impacts on pupil learning and engagement.</p> <p>Each week pupils in Y7-11 are shared a set piece of homework linked to their ability and area of focus.</p> <p>Homework club to help support pupils</p> <p>Weekly review of achievements by teachers</p> <p>Trust homework league</p>	1, 2, 3, 4, 6	<ul style="list-style-type: none"> • Improved understanding and knowledge of Maths/Science/English • Build up of skills and routines • Improved practice • Enhanced engagement
<p>Educational Material - including DT resources, basic equipment for pupils</p>	<p>Provision of material for children who otherwise would not have access in order to enhance learning.</p>	<p>Planning of key activities around themes and topic and key parts of the year such as Dawali, Christmas, Eid</p> <p>Selective trips to inspire and encourage growth -</p>	1, 2, 5, 6	<ul style="list-style-type: none"> • Broaden horizons and world understanding • Improved practice in design technology

Pupil premium strategy statement 2025 - 26

		<p>reward trips for Y7-9</p> <p>Offer of wider opportunities such as theatre trips and sporting events</p> <p>Planned and calculated activities to provide broad and balanced activities for all pupils to engage in.</p>		<ul style="list-style-type: none"> • Enhanced engagement in the Arts and Performance • Wider opportunities for growth • Create a sense of awe and wonder • Support parents and students as finances can be a barrier • Improved mental well being
<p>Enhanced opportunities - Educational Visits/Music/Materials</p>	<p>Enrichment of the curriculum for pupils who otherwise would not be able to experience new things - motivate and inspire children. Learning to play a musical instrument improves attainment across subjects and also motivates and inspires children.</p> <p>EEF Teaching and Learning Toolkit - Arts Participation</p> <p>Equity and Inclusion: Providing access to enrichment activities is particularly important for disadvantaged pupils to ensure equal opportunities (Gibson and</p>	<p>Planning of key activities around themes and topic and key parts of the year</p> <p>Selective trips to inspire and encourage growth</p> <p>Offer of wider opportunities</p> <p>Links to cultural/sporting/performance opportunities</p>	<p>1, 2, 5, 6</p>	<ul style="list-style-type: none"> • Build up of skills and routines • Broaden horizons • Improved practice • Enhanced engagement • Wider opportunities for growth • Create a sense of awe and wonder • Improved mental well being • Improved attendance

Pupil premium strategy statement 2025 - 26

	Asthana, 2017). These experiences can mitigate the gap between different pupil groups and promote inclusivity.			
Revision Guides	<p>Our Pupil Premium (PP) strategy acknowledges the significance of effective revision, recap, and recall strategies in enhancing students' understanding, retention, and application of key concepts. To address the challenges posed by varying learning needs and to ensure equitable access to resources such as revision guides and resources.</p> <p>The Education Endowment Foundation (EEF) highlights that understanding the specific needs of disadvantaged pupils (e.g., access to resources, home environment, prior attainment) is a key starting point for a Pupil Premium strategy. We know many in our community can not afford the prohibitive costs of revision guides and materials.</p>	Selection of Effective Tools - We have carefully chosen tools that support revision strategies and fit inline with studies.	I, 3, 4, 5	<ul style="list-style-type: none"> • Improved understanding and knowledge • Build up of skills and routines with the use of the resources • Improved practice • Physical books allows students to work with parents rather than technology

Pupil premium strategy statement 2025 - 26

Wider Strategies

Budgeted cost: £ 189,185

Activity	Evidence that supports this approach	Implementation	Challenge number(s) addressed	Outcomes
<p>Inclusion Team:</p> <ul style="list-style-type: none"> • Inclusions Officers • Bridge & PLC Manager • Learning Managers • Educational Psychologist 	<p>Pastoral and SEND leadership to ensure high quality provision.</p> <p>Provides a safe and nurturing environment to form a bridge between home and school where interventions such as:</p> <p>Individual instructions take place - 4+ months</p> <p>Aspiration interventions - unknown</p> <p>Behaviour interventions - 4+ months</p> <p>EEF Teaching and Learning Toolkit - Aspiration Interventions</p> <p>Provides pastoral support and a link between home and school, supporting and challenging pupils socially, emotionally, academically and behaviourally.</p> <p>Provides support for children and families so that they can</p>	<p>Retain key staff</p> <p>Training key staff</p> <p>Building of positive/proactive relationships</p> <p>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring through Inclusion meetings</p> <p>Weekly meetings</p> <p>Tracking systems to identify progress</p>	<p>1, 2, 5, 6</p>	<ul style="list-style-type: none"> • Improved mental well being for pupils and staff, clear roles identified • Parents supported with key people they can speak to who have the information they need • Development of social skills • Improved attendance • Improved end of key stage outcomes • Reduced gaps in learning

Pupil premium strategy statement 2025 - 26

	regularly attend school. We utilise their skills to promote health attendance. pupils are discussed weekly so that effective interventions can support increased attendance.			
<p>Careers engagements:</p> <ul style="list-style-type: none"> • Progress Careers • Higher aspirations activities • Careers Cafes • Careers trips • College/PI6 provider trips • University Trips 	<p>Offers careers advice to motivate and inspire children. It is unknown what impact this has however we have taken this further to include more trips to business centres such as Asda and additional further education establishments such as New College, Sheffield University etc</p>	<p>Building of positive/proactive relationships Selection of appropriate provisions to support pupil success, vocational placements also encouraged Year 11 - Assemblies from local PI6 providers Year 10 - Attend PI6 taster days Year 10 - University trip Careers Cafes to encourage conversations from Y7 -Y11 with local and national workplaces Weekly Careers meetings with unbiased support worker Built into new PDG curriculum so all teachers are teachers of futures, aspirations, careers and finance</p>	1, 2, 5, 6	<ul style="list-style-type: none"> • Improved mental well being and positive development through success and provision intervention • Transferable skills from provision to school • Improved attendance due to feeling encouraged • Advice that parents can share in and attend (attendance at parents evening supports this)
<p>After school sessions & Holiday sessions</p>	<p>Pupils engaging outside of the normal school hours especially for Y11 promotes an increase of 3+ months. It strengthens pupils' confidence and ability to recap and recall effectively. Research indicates that additional learning time, such as after school and holiday sessions, positively affects</p>	<p>Homework club to help support pupils Enrichment programmes on offer to create and inspire outside of the traditional curriculum Recap and recall opportunities Planning of key activities around themes and topic On occasion focus on targeted approach</p>	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Improved understanding and knowledge of Maths/Science/English/MFL/ Humanities • Build up of skills and routines • Improved practice and confidence • Enhanced engagement • Improved mental

Pupil premium strategy statement 2025 - 26

	pupil achievement (Cooperetal.,2006).			<p>resilience</p> <ul style="list-style-type: none"> • Development of relationships between pupils and staff • Personalised support • Face to face sessions to support life long learning
<p>Social, Emotional, Mental Wellbeing Support:</p> <ul style="list-style-type: none"> • iSpace Support • Grow Wakefield • BEAM/Boxing group • Inclusion Panel • Optima • SEMH Ambassadors • Trauma Informed Staff • Mental Health First Aiders • Emergency Mental Health First Aiders • Compass • Future In Minds 	<p>Provides mental health support for pupils and staff who identify as needing support. There are numerous learning points to support SEMH throughout the year to identify contact points and ways we can develop better wellbeing.</p> <p>Government Guidance - Mental Health and Wellbeing in Schools and Colleges</p>	<p>Building of positive/proactive relationships - communication to parents/carers of support offered</p> <p>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring of provision via Inclusion meetings</p> <p>Built into new PDG curriculum so all teachers are teachers of wellbeing and support</p>	2, 5, 6	<ul style="list-style-type: none"> • Improved mental well being and positive development of self-care skills • Improved attendance due to feeling encouraged • Development of confidence
<p>Platform parental engagement:</p> <ul style="list-style-type: none"> • Group call • Xpressions • School Cloud • iPay • Transition services • CPOMS • Newsletter 	<p>Parental engagement is seen to improve progress by 4+ months. There are a variety of ways to do this and we are engaging in this way with a variety of strategies.</p> <p>EEF Teaching and Learning Toolkit - Parental Engagement</p>	<p>Key events shared via social media and website</p> <p>Regular communication via texts (Groupcall) and Xpressions</p> <p>Weekly updates</p> <p>Half termly news</p>	2, 5, 6	<ul style="list-style-type: none"> • Improved attendance for some due to feeling encouraged with truancy call • Improved confidence between pupils, parents/carers and school • Increased support from

Pupil premium strategy statement 2025 - 26

<ul style="list-style-type: none"> • Social media • School website • Google guardians 				all stakeholders
Behaviour Interventions	<p>Depending on the intervention there can be an increase of 4+ months. Interventions include:</p> <ul style="list-style-type: none"> • Onsite in-house behaviour & respect sessions • Onsite in-house amended timetables • Onsite support from external providers • Offsite/External coaching and mentoring <p>Clear communication with pupils and parents through the behaviour interventions is key. Consistent communication between school staff and parents is essential for mutual understanding of pupil behaviour. This allows for the development of effective behaviour management strategies, as supported by Epstein (2018).</p> <p>EEF Teaching and Learning Toolkit - Behavior Interventions</p>	<p>Building of positive/proactive relationships</p> <p>Selection of appropriate provisions to support pupil success, vocational, smaller setting, SEMH related</p> <p>Regular monitoring through weekly Inclusion meetings</p> <p>Learning Managers and links to monitor via oCloud</p>	1, 2, 3, 4, 5, 6	<ul style="list-style-type: none"> • Improved mental well being and positive development through success • Transferable skills • Confidence building • Improved attendance due to feeling encouraged • Improved end of key stage outcomes • Reduced gaps in learning

Total budgeted cost: £ 390,692

Pupil premium strategy statement 2025 - 26

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 24/25 academic year:

Summary

- There is still a gap between the outcomes of Pupil Premium students and their Non-Pupil Premium peers
- The gap for English 4+ for Pupil Premium student has increased (PP decreased slightly, but the performance of Non-Pupil Premium students increased significantly, but this was still a significant increase from 2022-23)
- The gap for Basic 5+ has decreased
- English 4+ outcomes increased for Pupil Premium students
- English 5+ outcomes increased for Pupil Premium students

Outcomes 2024 - 25

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	NA	NA	NA	18.3	36.7	38.3	55	21.7	40
Non-Pupil Premium	NA	NA	NA	35.2	64.8	58	73.9	39.8	70.5

Attendance for Pupil Premium students decreased to 85.58%, absenteeism was 14.42% and PA increased to 43.64%, lates impacted on this figure by 2.27%.

Outcomes 2023-24

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	99	103	-0.59	18.9	37.7	32.1	52.8	28.3	45.3
Most Able Disadvantaged	112	115	-1.19	66.7	83.3	66.7	83.3	83.3	83.3
Non-Pupil Premium	100	103	0.35	37.1	54.6	57.7	70.1	41.2	57.5

Attendance improved for Pupil Premium pupils 87.96%, however PA increased 43.47%.

Outcomes 2022-23

	KS2 Reading Score	KS2 Maths Score	Progress 8	Basics (5+)	Basics (4+)	English (5+)	English (4+)	Maths (5+)	Maths (4+)
Disadvantaged Children	101	102	-0.72	21.4	31	42.9	57.1	28.6	35.7
Most Able Disadvantaged	112	110	-1.29	50	62.5	62.5	62.5	62.5	75
Non-Pupil Premium	102	103	+0.37	45.1	65.7	65.7	80.4	48.0	66.7

Attendance for Pupil premium pupils is 86.73%. PA is 42.82%.

Pupil premium strategy statement 2025 - 26

Next Steps:

This details the impact that our pupil premium activity had on pupils in the 24/25 academic year:

- Further robust measures have been put in place for the coming academic year to try to ameliorate the gap and further focus on the achievement and outcomes for Pupil Premium students, focusing on improving the Basic 4+ and 5+.
- The focus on literacy has shown an impact for all student in the academy, both Pupil Premium and Non-Pupil Premium whilst closing the attainment gap in English, but greater focus now is needed in Maths.
- It is clear that there needs to be a greater focus on numeracy to close the attainment gap in Maths. Strategies and interventions will be put in place alongside SSIPs to support this.
- Attendance is a key measure that needs dedicated targeting and Student Voice focus to increase access to education.

Externally provided programmes

Programme	Provider
Homophobia	iSpace & Spectrum
Relationships & sex education	Spectrum
Gardening Club	Grow Wakefield
Reading Interventions	Fresh Start
Flash Academy - EAL Literacy	Flash Academy
The Learning Village	Across Cultures
Twinkl	Twinkl
Careers	Progress Careers
Various Behaviour Programmes	Future In Minds; Optima
Translation	DA Languages