

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 Haydock
Number of pupils in school	854
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	P Abram, Principal
Pupil premium lead	G Westwood
Governor / Trustee lead	J Devine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320 203
Recovery premium funding allocation this academic year	£96 900
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	£417 103

Part A: Pupil premium strategy plan

Statement of intent

Outwood Academy Haydock is committed to the development of all pupils with a particular focus on those that are disadvantaged. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant usage. We understand that needs and costs will differ depending on the barriers to learning being addressed.

Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Increasing exposure to, and engagement in, personal development and cultural awareness activities for all Disadvantaged students.
- Addressing barriers to attainment such as attendance, behaviour, well -being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most including those who may not be Pupil Premium but currently have a social worker.

The information on the following pages summarises what is in place to support our PP students during the academic years 2023-24. It is not an exhaustive list but gives a flavour of the provision available at Outwood Academy Haydock.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy</p> <p>Literacy in particular reading ages has always been a focus within the school with many pupils starting secondary school with a standardised score below 85. Pupils who are not fluent in reading and require support to access texts normally suitable for their age and a large cohort complete the fresh start programme. 50% of disadvantaged students in Y7 and 8 when reading age tested had a residual of more than 2 years between their baseline test and their chronological age compared to 32% of non- disadvantaged students.</p> <p>Annually all pupils are to be tested using a standardised reading comprehension assessment. This will allow us to identify those in need of reading intervention.</p>
2	<p>Attainment</p> <p>2023 Disadvantaged A8 31.39 P8 -1.23 & Non Disadvantaged A8 49.01 P8 - 0.13</p>
3	<p>Attendance</p> <p>Attendance during 18/19 was 93.90 15.9PA DA was 91.56 and was reaching national attendance. However since COVID 19 there has been a significant drop in attendance with school average being 88.41% and PP 83.5% in 2022/23. In turn this has led to a significant increase in persistent absenteeism with 36.4% (whole school)</p> <p>These absences are not just due to COVID but entrenched non attendance due to COVID 19 and the limited resources to systematically tackle issues.</p>
4	<p>Mental Health and pupil well-being</p> <p>It has been well documented that the mental health of young people has deteriorated since the pandemic. Around a third of adults and young people said their mental health has got much worse since March 2020.</p>
5	<p>Aspirations</p> <p>Social mobility is an issue within the local area. Entrenched deprivation within the local care has led to low aspirations for many pupils as they do not have those positive role models within their community. Haydock has a higher than average concentration of neighbourhoods within the most deprived 10% and 20% of areas in England.</p>
7	<p>Suspensions</p> <p>It has been well documented that suspensions have risen by a third compared with pre pandemic levels. This has sharply risen among disadvantaged pupils.</p>

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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Closing the gap between expected and actual reading abilities.	Analysis from Lexia, Accelerated Reader and Ruth Miskin Fresh Start to show that all students are reading at chronological age or better. RAG gradings attached to our Every Child A Reader sustained improvement plan show that the plan is being implemented well.
Improved attendance	A reduction in persistence absence. Attendance of disadvantaged students improves and the gap reduces against national figures.
Raising Aspirations	Reduction in those not in education and employment post 16. Feedback from student focus groups and surveys indicates that students are well prepared and supported in this area.
Improved outcomes for disadvantaged students	Performance of Year 11 disadvantaged students improves and closes the gap between them and their non-disadvantaged peers.
Reduce exclusion for PP students	Utilise external agencies to support PP students who receive exclusions
Full implementation of the OGAT Mental Health and Well-being strategy	Referrals for in-school counselling, pupil voice measures, analysis of access to appropriate support. Extended service for those most deprived. Work done towards Carnegie Mental Health Award and Inclusion Quality Mark

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: £160,101.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that first wave teaching is of high quality, supported by a programme of professional development that is focused around pedagogy.	A focus on pedagogy and ongoing CPD in this area ensures that there is a constant focus on teaching and learning, supporting innovation and creativity, which leads to better teaching and in turn, to better progress and outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching.	As subject experts, Directors provide a further level of challenge within subject areas, as well as providing support for teachers to develop and improve their practice, leading to stronger teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
Every Child A Reader: whole school strategy including high quality intervention for struggling students.	EEF guidance report: Improving Literacy in secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2

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

Budgeted cost: £80 050.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
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121 tutors in Maths, English. With extended tuition offer for SEND pupils	EEF Teaching and Learning Toolkit: research which has informed the National Tutoring programme for this year: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 5
Every Child A Reader: whole school strategy including high quality intervention for struggling students.	EEF guidance report: Improving Literacy in secondary schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 5
Maths/English/Science year 11 intervention tutor groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 5

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

Budgeted cost: £ 80 050.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance</p> <p>Buy in local authority support.</p> <p>Appointment of 2 Deeps role</p>	<p>Wider strategies research guidance from EEF: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	1, 2, 3, 4, 5
<p>Counselling using our I-Space provider and other well-being services as per local offer.</p>	<p>Offer 1-1 and direct support for pupils struggling with mental health https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	3, 4
<p>Opening of AP Centre within the school to further support our most vulnerable students</p>	<p>Access to specialist areas for intervention: https://educationendowmentfoundation.org.uk/support-for-schools/school-</p>	1, 2, 3, 4, 5

	improvement-planning/3-wider-strategies	
An extensive Careers programme over 5 years, complemented by independent 'Progress Careers' raises student aspirations and focuses them on positive destinations for their Post-16 education and beyond	Students who have clear goals for the future tend to be more motivated and engaged. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	5
An extension of the AP offer within school to engage pupil particularly those at KS£. Extension of the PLC curriculum to include activities such as swimming	Access to specialist areas for intervention: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1, 2, 3, 4, 5

Total budgeted cost: £ 353, 037

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 2022 to 2023 academic year.

Outcome	Impact
Good levels of progress in literacy / English for Pupil Premium students	59.1% of PP students achieved 4+ compared to 86.9%
Good levels of progress in Numeracy in Maths for Pupil Premium students.	47.9% of PP students achieved a grade 4+s compared to 69.7% of non-pp.
Increase the attainment 8 of PP students	The A8 gap between DA and NDA reduced from 2019 (4.24 from 5.49) positive given the national picture following COVID, however the gap at basics 4+ and 5+ increased which will impact significantly on life chances.
Improved attendance and reduced number of PPA	School attendance 89.0 %, school DA attendance 84.5% Awaiting DfE figures for DA
Close the gap in learning caused by Covid school closures	PP students were included in cohorts that gained additional coaching through the National Academic Tutoring Programme. PP students received support through one to one interventions and after school interventions.

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
121 Tuition	Next Level Learning
Counselling	Ispace

Alternative Provision	Wigan Athletic
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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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.