

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	38.34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	P Abram, Principal
Pupil premium lead	G Westwood, Vice Principal
Governor / Trustee lead	S Tinsley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336, 525
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	£336, 525

# 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 in every 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. Specifically, this year there has been a focus on securing the Gatsby Benchmarks and ensuring an ambitious careers education offer for all our young people
- 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 2024-25. 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><b>Literacy</b></p> <p>Literacy, and in particular reading fluency, 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. The gap between the average reading age between pupil premium and non-pupil premium students was -0.7</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><b>Attainment</b></p> <p>2024 Disadvantaged A8 32.53 P8 -0.54 &amp; Non Disadvantaged A8 46.78 P8 -0.25</p>
3	<p><b>Attendance</b></p> <p>Attendance during 18/19 was 93.90 15.9PA DA was 91.56 and was reaching national attendance. However since COVID 19, in line with a national decline, there has been a significant drop in attendance with school attendance being 88.41% and PP 83.5% for the academic year 2022/23. In turn this has led to a significant increase in persistent absenteeism with 36.4% of pupils being PA(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><b>Mental Health and pupil well-being</b></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 gotten much worse since March 2020.</p>
5	<p><b>Aspirations</b></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><b>Suspensions</b></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
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 and, specifically, severe 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 suspension for PP students	Reduction seen in rates of suspensions and recidivism for disadvantaged group and for individual students (case studies)
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: £168,262.50

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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2
Every Child A Reader: whole school strategy including high quality intervention for struggling students.	EEF guidance report: Improving Literacy in secondary schools. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1, 2

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

Budgeted cost: £ 84,131.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
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121 tutors in Maths, English.	EEF Teaching and Learning Toolkit: research which has informed the National Tutoring programme for this year: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1, 2, 5
Maths/English/Science year 11 intervention tutor groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2, 5

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

Budgeted cost: £ 84,131.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance  Additional appointment of shared attendance and inclusion role	Wider strategies research guidance from EEF: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>  Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	1, 2, 3, 4, 5
Counselling using our I-Space provider and other well-being services as per local offer.	Offer 1-1 and direct support for pupils struggling with mental health <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>  <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a>	3, 4
An extensive Careers programme over 5 years, complemented by independent 'Progress Careers' raises student aspirations and focuses	Students who have clear goals for the future tend to be more motivated and engaged.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>	5

them on positive destinations for their Post-16 education and beyond		
An extension of the AP offer within school to engage pupil particularly those at KS4. Extension of the PLC curriculum to include activities such as swimming	Access to specialist areas for intervention: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	1, 2, 3, 4, 5

**Total budgeted cost: £ £336, 525**

## 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 2023 to 2024 academic year.

Outcome	Impact
Good levels of progress in literacy / English for Pupil Premium students	51.6% of PP students achieved 4+ in English Language in 2023/24. The average ratio gain in students reading ages between pupil premium students non pupil premium students was +0.14
Increase the attainment 8 of PP students	The A8 gap between DA and NDA reduced
Improved attendance and reduced number of PPA	To develop parental engagement we appointed an Attendance Manager. She completed over 880 home visits and 591 parental meetings in school. This has seen a slight decline in PA from the 22/23 to 23/24 academic Year. This still remains a priority for the 24/25 academic year. Whole school attendance also very slightly increased in the previous year. This does remain a whole school priority - 'making it everybody's responsibility'. It is a performance management target for every member of the Academy.
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.
Improve destinations for PP students	Destination data is collected throughout the year, additional career appointments are put in place to ensure pupils are supported into post 16.



<p>Improve emotional wellbeing of young people.</p>	<p>IQM Centre of Excellence award</p> <p>“This is a school where you can go to any member of staff and whatever you are worrying about, or struggling with, it will be taken seriously.”</p> <ul style="list-style-type: none"> <li>• “All students have a member of staff that they can talk to. The school is welcoming, it’s a big family and there is always someone to help you.”</li> <li>• “There are loads of opportunities, everyone’s welcome, everyone is treated the same.”</li> </ul>
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## 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
Careers	Progress Careers
Alternative Provision	Wigan Athletic
External Alternative Provision	

## 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.*