

## 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 Hindley
Number of pupils in school	930 Year 7 - 188 Year 8 - 190 Year 9 - 185 Year 10 - 185 Year 11 - 182
Proportion (%) of pupil premium eligible pupils	32.37% Year 7 - 69 Year 8 - 70 Year 9 - 62 Year 10 - 55 Year 11 - 45
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs J Norman - Principal
Pupil premium lead	Mrs J Wright - Vice Principal
Governor / Trustee lead	Mrs J Kneale - Chair of Academy Council

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,127
Recovery premium funding allocation this academic year	£82,348
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	£371,475

## Part A: Pupil Premium Strategy plan

### Statement of intent

Our Pupil Premium Strategy plan aims to improve the attainment and the progress of disadvantaged students and reduce the difference to national figures for non-disadvantaged students. Ultimately it aims to reduce the gap between students eligible for Pupil Premium and those who are not. As part of this strategy we will be raising expectations of Disadvantaged students, actively engaging and informing parents/carers to help improve the ambition and outlook on the future for these students. Many Disadvantaged students report not having the exposure to cultural experiences that help broaden their horizons, increase ambition and give higher expectations. This plan will improve exposure to creative experiences such as music, literature, art etc. This is an area where there is a distinct difference in the opportunities for Disadvantaged and Non-Disadvantaged students outside of school. A key focus will be improving the attendance of Disadvantaged students. Improving the perceptions of the importance of high and consistent attendance is of concern amongst some Disadvantaged students and their parents/carers.

This plan will work to achieve these aims by:

- Improving the outcomes of Y11 disadvantaged students through quality first teaching.
- Improve disadvantaged student progress in all groups in all years by improving the quality of teaching and learning.
- Quality assuring adaptive teaching across the academy
- Increasing exposure to, and engagement in, personal development and cultural awareness activities for all Disadvantaged students.
- Ensuring appropriate, individual targeted 4i are identified and actioned across all subjects.
- Addressing barriers to attainment such as attendance, behaviour, well-being and cultural capital

The key principles for the strategy plan involve:

- Robust monitoring of lessons - reviewing the use of the 5 pillars
- Robust monitoring of TAs in lessons and analysis of the impact.
- Monitoring of lessons - literacy focus in all classrooms, 121 tutoring – monitor the impact of the progress of students .
- Weekly review at the RAG - analyse the impact every PS cycle.
- Weekly review at the Inclusion meeting.
- Robust monitoring of attendance procedures.
- Analysis of enrichment data.
- Reduction in NEETs.

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 Hindley

### Challenges

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

Challenge number	Detail of challenge
1	Poor Literacy and/or Numeracy Skills
2	Disadvantaged students make less progress and attain lower than their non-disadvantaged peers

	2019 - Disadvantaged A8 38.68 & Non Disadvantaged A8 48.64 2023 - Disadvantaged A8 30.70 & Non Disadvantaged A8 48.65
3	Low attendance – high number of Persistently Absent (PA) students
4	Lost Learning or development issues due to Covid-19 school closures
5	Student wellbeing and mental health issues
6	Attitudes to learning, aspiration, ambition, confidence and resilience
7	Access to resources

## 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
Improved outcomes for disadvantaged students	Performance of Year 11 disadvantaged students improves and closes the gap between them and their non-disadvantaged peers.  Refer to the Academy Improvement Plan for specific targets for disadvantaged students.
Improved attendance and reduced persistent absence	Fewer students are Persistently Absent from school. Attendance of disadvantaged students improves and closes the gap with the national average.  Refer to the SIP for specific targets for disadvantaged students.
Students are well supported and feel safe, allowing them to fully engage with the curriculum. They know what to do if they are struggling.	Feedback from student focus groups and surveys indicates that students are well supported, feel safe and know what to do if they need help.
No student has restricted access to the curriculum as a result of financial restraints	Budgets indicate that disadvantaged students are supported financially as necessary
Students are fully supported and well advised and guided so that they are well prepared for life beyond our academy	NEETs are 0% or as close to this as possible and below the LA and National average. Feedback from student focus groups and surveys indicates that students are well prepared and supported in this area.

## 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: £147,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that teaching is of high quality teaching. Staff will receive CPD on quality first teaching based on strategies that work with PP/Disadvantaged students. ACE, SEND, SEMH and trauma informed practice are implemented across the school and to all staff.</p>	<p>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. CDP is delivered through L&amp;P, instructional coaching, informal opportunities, external agencies, OIE opportunities</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1701013601">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1701013601</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1, 2 &amp; 6</p>
<p>Ensure that we are able to recruit the best teachers, using the TES recruitment package.</p>	<p>Ensuring that we are fully staffed and have high quality teachers in front of our students means that they learn well but also impacts positively on behaviour and wellbeing.</p> <p>Enhanced staffing allows a full and extensive programme of Design Technology, Maths and Science</p>	<p>1 &amp; 2</p>
<p>Provide a high quality programme of subject reviews, supported middle leaders with effective and efficient development plan to next steps</p>	<p>Subject reviews provide middle leaders with formal overview of a depts progress to providing all students with a high quality teaching and learning, it provide supports with action planning and ensuring development and improvement occurs in the required areas.</p>	<p>1,2, 3, 4 &amp; 6</p>
<p>Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1 &amp; 2</p>
<p>Five Pillars model of implementation in all lessons to provide a metacognitive structure to lessons in line with EEF guidance. The focus on independent and guided practice as well as a clear feedback loop benefits PP students</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1,2, 3, 4 &amp; 6</p>
<p>Collaborative Structures used across the academy to promote better oracy and independent practice. This supports PP students where there is a gap in their cultural capital or vocabulary.</p>	<p>Collaborative structures promote independence and resilience as students frequently work with partners or in groups of four to complete work or to practise. Additionally, the structured nature of collaborative work which is rehearsed with teachers promotes better oracy and teaches turn-taking and building on the work of peers.</p>	<p>1,2, 3, 4 &amp; 6</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	
Ensuing that student have provided with high quality Personal Development curriculum	<p>Ensuring that students develop and grow outside of the academic curriculum, so that they are able to stay healthy, safe and prepared for life – and work – in modern Britain.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 3, 4 & 6
Continually improve ICT infrastructure	<p>Ensuring that classrooms and other learning environments are equipped with resources that support high quality teaching, for example visualisers, smart TVs, tablets, speakers, etc.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digit">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=digit</a></p>	7
Improving literacy in all subject areas, through with the implementing our Every Child A Reading strategy (high quality interventions, disciplinary literacy as curriculum keystone, love of reading, confident readers) Fund professional development for literacy and numeracy. Enrichment activities to support literacy and numeracy development.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary other literacy skills are heavily linked with attainment in maths and English</p> <p><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></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,2, 3, 4 & 6
Ensure that we create and sustain an effective 'Praise Culture' in our classroom and throughout the academy. This achieved through numerous strategies and intervention such as Class Champions, ACE, Proud Thursday, Honours, Revision Festival	<p>Ensuring that students are taught and develop positive behaviours and attitudes required to be successful lifelong learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	4 & 6
Weekly Yr 11 RAG meetings, termly Yr 10 RAG Meetings and half termly Praising Stars Cycles identify any students of concern and create a whole school approach to all learning, identifying any worries and gaps, boosting learner performance and allowing for effective	<p>Ensuring that attainment and progress are monitored and regularly reviewed to allow swift identification of barriers, gaps and concerns and the planning and application of wave one classroom teacher interventions to address and resolve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	2,3 & 4

planning of interventions. Students are also identified for praise and celebration during these analysis and intervention activities	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £160,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One tutors in Maths, English and Science to provide small group and 1 to 1 interventions for those students that are underperforming or are struggling in particular areas.	One to one tuition is very effective at improving student outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Small group tuition has an average impact of four months' additional progress over the course of a year. (EEF 2021). <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 & 4
PLC/Bridge room available to support students who are unable to access mainstream lessons. Targeted intervention provided by the Bridge & PLC Manager .	International research evidence suggests that reducing class size can have positive impacts on student outcomes when implemented with socioeconomically disadvantaged pupil populations. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 2, 3, 4, 5 & 6
Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays .	Research shows that students that access additional out of hours intervention achieve better outcomes than their peers who do not. <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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>	2 & 4
Every Child A Reader: whole school strategy including high quality intervention for struggling students.	Literacy support programmes have a significant impact on students' ability to access the curriculum, which is strongly linked to their behaviour, engagement and motivation. <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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4 & 6

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

Budgeted cost: £ 64,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of external agencies such as iSpace provides strong support for students who are struggling with their mental health. Wellbeing staff oversee the whole-school approach to wellbeing and provide staff with the knowledge and confidence to understand and recognise signs of poor mental health in students and know where to go with any concerns.</p>	<p>Children with higher levels of emotional, behavioural, social and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.</p> <p><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></p> <p><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></p>	5
<p>An in school support team provides a wealth of support, guidance and advice across a wide range of areas such as pastoral support, behaviour support, safeguarding and wellbeing.</p>	<p>Students who are well supported are better able to learn.</p> <p><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></p>	3, 5 & 6
<p>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.</p>	<p>Students who have clear goals for the future tend to be more motivated and engaged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	5 & 6
<p>The EWO and Attendance team ensure that there is a robust plan to improve student attendance and that this is implemented and monitored. Clear programme of support, interventions and rewards, including strong parental engagement.</p>	<p>Research demonstrates a clear link between school attendance and attainment.</p> <p>Embedding principles of good practice set out in DfE's <a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> advice</p>	2 & 3
<p>Ensure that disadvantaged students have full access to the curriculum and that they are not restricted due to financial constraints. Families are supported by providing Year 7 students with a free uniform bundle, a hardship fund for uniform / trips etc and access to free school meals.</p>	<p><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></p>	7

Ensure that we provide additional external alternative provision for those students who need this because they are struggling to access school and/or to supplement their school provision.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	4,5 & 6
Ensure that disadvantaged students have a regular offers of enriching opportunities and experiences	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	4, 5, 6 & 7

**Total budgeted cost: £371,475**

## 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.	43.9% of PP students achieved Grade 4 or above compared to 75% of non-PP.
Good levels of progress in numeracy/ Maths for Pupil Premium students.	45.6% of PP students achieved Grade 4 or above compared to 74.1% of non-pp.
Pupil premium students improve their resilience towards learning and improved aspirations.	PP students accessed academic enrichment supported by the allocation SLT mentors.
Improved attendance and reduced number of PA.	Attendance for PP students was 85.24% compared to 92.58% of non-PP  PA for PP students was 49.37% compared to 17.19 of non-PP
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. Monitoring of attendance to virtual lessons and allocation of ICT equipment reduced possible gap caused by Covid school closures.

## 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
<p>iSpace services are designed to prepare young people to move successfully into the next stage of their lives by improving their emotional wellbeing and mental health along with developing their resilience.</p> <p>Their programmes are designed to support schools with attendance, attainment, student wellbeing and safeguarding and provide students with opportunities and support to manage mainstream education.</p>	iSpace
<p>MySpace services are designed to prepare young people to move successfully into the next stage of their lives by improving their emotional wellbeing and mental health along with developing their resilience.</p> <p>Their programmes are designed to support schools with attendance, attainment, student wellbeing and safeguarding and provide students with opportunities and support to manage mainstream education.</p>	MySpace
<p>The Wigan CAMHS Mental Health Support Team (MHST) works alongside select schools in Wigan to provide 3 core functions:</p> <ul style="list-style-type: none"> <li>• to deliver evidence-based interventions for mild-to-moderate mental health issues</li> <li>• support the senior mental health lead (where established) in each school or college to introduce or develop their whole school or college approach</li> <li>• give timely advice to school and college staff, and liaise with external specialist services to help children and young people to get the right support and stay in education</li> </ul>	MHST
<p>Progress Careers delivers high-quality, flexible Careers Education, Information, Advice, and Guidance (CEIAG) services to students. They support us with fulfilling our responsibility to provide students with high-quality, external, and impartial CEIAG.</p>	Progress Careers
<p>The team works in partnership with academy and other professionals to keep children healthy, happy, and safe. They promote health and wellbeing, as well as offering the childhood immunisation and vaccination programme.</p>	School Nurse
<p>Each year Wigan Athletic Community Trust works with over 14,00 people on projects based around Schools, Community Development and Training and Skills and aims to:</p> <ul style="list-style-type: none"> <li>• Increase participation in sports across all elves of society - particularly those under-represented groups</li> <li>• Encourage young people and families to lead healthier and more active lifestyles</li> <li>• Improve the skills, aspirations and achievements of young people</li> <li>• Contribute toward increased community coercion by improving the quality of life for young people and their families</li> </ul>	Wigan Athletic Community Trust
<p>The team offer targeted specialist educational support for young people who are having difficulties in school this includes:</p> <ul style="list-style-type: none"> <li>• Lack of engagement e.g. not attending</li> <li>• students with additional needs that required extra support</li> <li>• behavioural issues</li> </ul>	Engagement Centre

The team provides targeted intervention with young people at risk of early parenthood, poor sexual health or other negative outcomes of risk taking behaviour.	Spectrum
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**Further information (optional)**

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