



Supported by the Normanton Freeston Foundation

Pupil Premium Strategy Statement

Pupil premium strategy statement – OUTWOOD ACADEMY FREESTON

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1009
Proportion (%) of pupil premium eligible pupils	28.6% (2024/25)
Academic year/years that our current pupil premium strategy plan covers	2024/25 - 2027/28 Current year: 2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	September on each of 2025, 2006, 2027
Statement authorised by	Lisa Allott
Pupil premium lead	Catherine Allsop - Assistant Principal
Governor / Trustee lead	Ben Thaler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,096
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£346,096

Part A: Pupil premium strategy plan

Statement of intent

This statement refers to planned provision and support for the academic year 2024-2025 and is part of a 3 year plan, starting in 2024/25. Throughout this period of time we aim to achieve the following objectives:

- Improve outcomes of PP students
- Improve the numeracy and literacy skills of our PP students so they can fully access the curriculum
- Improve attendance and reduce persistent absence of PP students
- Work towards achieving all GATSBY benchmarks, ensuring PP students are less likely to become NEET
- Reduce suspensions of our PP students
- Reduce internal sanctions and increase praise for our PP students
- Achieve positive mental health
- Improve the percent of PP students being involved in wider school life, such as enrichment, trips and our honours program
- Increase engagement of parents/carers of PP students

Ultimately we want all students, including PP students, to become well rounded citizens that make a positive contribution to society, achieving economic stability. We firmly believe students will live a happier, healthier, longer life as a result of staying in the education system for longer.

Challenges

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

Challenge number	Detail of challenge
1	Although overall attendance of students eligible for the Pupil Premium has improved, their attendance is lower than their peers and the national average. Persistent absence figures for students eligible for the Pupil Premium funding have declined. This reduces their number of school learning hours which can act as a barrier to progress.
2	Although decreasing over time, the number of students receiving sanctions for classroom behaviour and suspensions is higher for those eligible for the Pupil Premium compared to their peers.

3	Although improving, the Attainment 8 and Progress 8 scores for students eligible for the Pupil Premium is lower compared to their peers. Increasing engagement and access to all elements of the curriculum needs to continue.
4	Parental engagement of students eligible for the Pupil Premium funding is lower than other students, often as a result of lower aspirations in the household and surrounding community. Finding and utilising ways to support their engagement and increase aspiration of students is important.
5	Students eligible for the Pupil Premium funding have a greater potential to suffer MHWB issues. Keeping children safe and ensuring they have access to support needs to continue.
6	Students eligible for the Pupil Premium arrived in Y7 with lower reading and maths SATS scores compared to their peers who are not eligible for the Pupil Premium funding. This can act as a barrier to engaging with elements of the curriculum, therefore reducing progress.
7	Students eligible for the Pupil Premium are less likely to engage with wider enrichment and curriculum opportunities.

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
<i>To reduce the gap for attendance and PA between students eligible for the Pupil Premium and their non-PP peers</i>	<ul style="list-style-type: none"> Reduced number of persistent absentees (PA) among students eligible for Pupil Premium from 53.12% Overall attendance among students eligible for Pupil Premium improves from 83.3% and the current gap of 6% difference compared to non Pupil Premium students reduces
<i>To reduce the number of classroom behaviour incidents and suspension rates for students eligible for the Pupil Premium</i>	<ul style="list-style-type: none"> A reduction in the number of students eligible for the Pupil Premium being removed from lessons due to classroom behaviour (C4a lesson removal) Reduced percentage of suspension events for students eligible for the Pupil Premium
<i>To reduce the gap between Attainment 8 and Progress 8 data for students eligible for</i>	<ul style="list-style-type: none"> The difference in Attainment 8 results for students eligible for the Pupil Premium and their non-PP peers will close

<i>the Pupil Premium and their non-PP peers</i>	<ul style="list-style-type: none"> • There will be no Progress 8 data for the first two years of the plan (2024/25 and 2025/26)
<i>To increase parent/carer engagement for students eligible for the Pupil Premium to support and promote higher aspirations</i>	<ul style="list-style-type: none"> • Parents/carers are well-informed and more able to support their child/ren with their learning • Increased number of parents/carers of students eligible for the Pupil Premium funding accessing the Parent Portal • Increased turnout of parents/carers attending events, such as parents' evening • Reduced number of students who are eligible for the Pupil Premium being NEET following Y11
<i>To provide access to support for MHWB issues, increasing confidence, self esteem and resilience for students eligible for the Pupil Premium</i>	<ul style="list-style-type: none"> • Students needing MHWB support are identified early and have support in place, starting when they transition to us to when they leave at the end of Y11 • Pastoral support - including external referrals where appropriate - increase students' resilience, confidence and self-esteem
<i>To ensure students eligible for the Pupil Premium who have weak reading and/or numeracy are able to benefit from access to effective interventions</i>	<ul style="list-style-type: none"> • Targeted reading intervention will show an improvement in reading age • Numeracy interventions will show an accelerated rate of progress • Increased opportunities to support engagement in both reading and numeracy at a whole-school level
<i>To ensure the wider curriculum and enrichment programme is engaging and accessible to all students, especially those eligible for the Pupil Premium</i>	<ul style="list-style-type: none"> • The number of students eligible for the Pupil Premium attending enrichment increases • The wider curriculum and enrichment offer reflects the views of students, including those eligible for the Pupil Premium

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:

Budgeted cost: £57,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A high emphasis placed on the wave one, quality teaching and learning.</i></p> <p><i>CPD on quality-first teaching based on the strategies that work with Pupil Premium students.</i></p> <p><i>ACE, SEND and Trauma-informed practice implemented across the school to all staff.</i></p>	<p>Approach and Rationale</p> <p>We want to offer high quality teaching to all students, in particular those from disadvantaged backgrounds. Strategies implemented are evidenced-based, often backed by the EEF, and have been proven to support student progress.</p> <p>Implementation</p> <p>We support Continued Professional Development (CPD) for all staff in the academy across a range of evidence based-approaches, specifically tailored to support our young people, in particular our PP students. Our weekly L&P (Learning and Performance) structure allows key elements to be evaluated and revisited throughout the year to effectively embed them.</p> <p>We recognise the importance of implementing strategies to support young people who have suffered Adverse Childhood Experiences (ACE), Special Educational Needs and Disabilities (SEND and Social, Emotional and Mental Health (SEMH) and support trauma informed practices. We will continue our development of using THRIVE assessments and strategies from a specialist delivery perspective and how we continue to develop this practice across the academy. We have delivered de-escalation techniques and will continue to support the practice of this, including the delivery of positive reframing.</p> <p>Feedback to students, in lessons and in books, in particular to PP students, will be a priority this year with dedicated CPD sessions. ClassCharts is used by teaching staff, ensuring all PP students are clearly identified. The weekly PP focus in L&P prioritises feedback to PP students.</p> <p>Ongoing support from Subject Directors and the Outwood Institute of Education (OIE) offers CPD tailored to subject areas and career-specific training for all staff.</p> <p>All early career teachers (ECTs) will receive additional CPD and mentoring, as well as a reduced timetable. This ensures they develop and become effective practitioners.</p> <p>Class sizes are adjusted where needed in order to support the academic achievement and progress of students.</p> <p>Expected outcomes</p> <p>High quality teaching and learning seen across the school reflected in subject reviews. Staff feel confident in how to support students' needs.</p> <p>Students receive feedback that empowers them to move forward in their learning, and are given time to respond and practise this.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	<p>Safe, welcoming and supportive learning environments for all students which supports their learning outcomes - academic and personal.</p> <p>Student outcomes and their accessibility to learning is improved. Differentiation is maintained so students can access learning at their level.</p> <p>Monitoring and evaluation</p> <p>SLT learning walks, reduced incidences of poor behaviour, student voice, visits from colleagues external to the academy, subject reviews.</p>	
<p><i>Consistent use of Accelerated Reader and Star Reading Programme.</i></p> <p><i>Thorough analysis of reading data to support interventions for targeted students.</i></p> <p><i>CPD on effective literacy strategies across the curriculum and consistency in their use.</i></p> <p><i>Development of literacy and numeracy awareness across the school.</i></p>	<p>Approach and Rationale</p> <p>Literacy skills are vital in ensuring that students can access the curriculum whilst at Freeston, but also wider into further education and into their career and life in general.</p> <p>Interventions help to close the gap and narrow the divide in reading ages between Pupil Premium students and their peers.</p> <p>Specific literacy programmes identify gaps in literacy skills to support literacy and improve knowledge, skills, reading ages and attainment. Some interventions can be supported and accessed from home. The consistent delivery of literacy strategies from teaching staff will support progress of students across the curriculum.</p> <p>Raising the profile of literacy and numeracy across the school supports the development of confident readers.</p> <p>Implementation</p> <p>Weekly literacy RAG allows for thorough analysis of reading data at KS3.</p> <p>Fresh Start will be used to test those with the lowest level of reading age, providing support with phonics. Students will have a timetable of support from a specialist TA and weekly sessions to ensure they are confident and secure in these early building blocks. Progress is tracked and monitored throughout.</p> <p>Continued use of Accelerated Reader, alongside access to MyOn, allows students to access reading out of school.</p> <p>Rapid Plus is used to support students with below average reading ages but at a higher level than phonics need. These students have a timetable in which they access a specialist English tutor weekly delivering the programme. Lexia will also be used to support students with SEND needs.</p> <p>The fluency project is delivered through small tutor groups. This will support our PP students in developing their confidence in reading, as well as support fluency and comprehension skills to become proficient readers.</p>	<p>3, 4, 5, 6, 7</p>

	<p>The use of Star Maths (from November 2024 onwards) will identify students who have significant gaps in their numeracy skills. Interventions will then follow to fill these gaps and support PP students will full access to the maths curriculum.</p> <p>Our weekly L&P (Learning and Performance) structure allows key elements to be revisited and built on, including key literacy strategies (reading, writing and oracy).</p> <p>Monthly literacy and numeracy events are calendared which link to wider-world events. Range of opportunities for student engagement and recognition.</p> <p>Maths champion employed within the Maths Department to develop high quality teaching and intervention strategies, with a specific focus on PP students.</p> <p>Expected outcomes</p> <p>Reading ages will improve and therefore access to wider material and a growing love of reading for pleasure and wider reading around subject areas will develop.</p> <p>Students feel more confident in their literacy and numeracy skills, accessing opportunities to develop these skills beyond the classroom.</p> <p>High quality teaching and learning seen across the school reflected in subject reviews. Staff feel confident in how to support students' needs.</p> <p>Monitoring and evaluation</p> <p>Three calendared Star Reading tests yearly, followed by a thorough review and catch up sessions for absent students.</p> <p>The weekly literacy RAG will review progress and next steps. Strategies will be refined as required.</p> <p>The Progress and Attainment RAG in Y11 will support rotation and recycling of interventions, PP students are clearly identified on this system and progress checked regularly for further targeting needs.</p>	
<p><i>Director support from OGAT made available to departments to ensure Pupil Premium students make the required progress.</i></p> <p><i>Praising Stars and the RAG sessions used to monitor student progress.</i></p>	<p>Approach and Rationale</p> <p>As a Trust we are supported via a group of subject specialists (Subject Directors) with a proven track record of expertise. This specialist subject assistance in curriculum design, pedagogical best practice and additional capacity enhances the educational experiences for all students, but in particular our PP students. This approach aligns with EEF research findings that emphasise the importance of targeted professional development and instructional leadership in improving student outcomes, especially among disadvantaged students.</p> <p>Implementation</p>	<p>1, 2, 3, 4, 5, 6</p>

Our Subject Directors will be assigned to specific subject areas and will work collaboratively with teachers and Heads of Department to ensure the following:

Curriculum Enhancement: Subject Directors will leverage their subject-specific expertise to enhance curriculum content and design. They will identify opportunities to infuse engaging and culturally relevant content that resonates with PP students' experiences.

Pedagogical Guidance: Subject Directors will provide guidance on effective teaching strategies, differentiated instruction, and the incorporation of evidence-based approaches that have proven successful in supporting PP students' learning.

Data-Driven Insights: They will analyse student performance data to identify trends, learning gaps, and areas that require targeted intervention. This data-driven approach will inform the development of tailored strategies to address specific needs.

Professional Development: Subject Directors will facilitate professional development sessions for teachers, sharing insights, best practices, and the latest research in their subject area. These sessions will empower educators to refine their instructional techniques and adapt to the evolving needs of PP students.

Collaborative Planning: Collaboration between Subject Directors, teachers, and Heads of Department will be encouraged to create cohesive and impactful strategies that span across grade levels and subject areas.

Resource Allocation: Subject Directors will contribute to identifying and sourcing appropriate teaching resources, including digital tools, materials, and texts, to support effective teaching and learning.

Expected outcomes

The continued use of Subject Directors will result in benefits for our PP students and the overall teaching community:

- **Enhanced Instruction:** Contribute to fostering a deeper understanding of subject matter, including PP students.
- **Improved Differentiation:** Providing guidance on differentiated instruction, Subject Directors will enable teachers to tailor their teaching approaches to the diverse needs of PP students.
- **Informed Decision-Making:** Data analysis and insights from Subject Directors will inform strategic decisions, ensuring that interventions are targeted and effective.
- **Teacher Empowerment:** Professional development led by Subject Directors will empower teachers with new skills and strategies, enhancing their confidence and effectiveness in the classroom.
- **Increased Collaboration:** Collaborative efforts will foster a culture of shared knowledge and expertise, leading to more cohesive and impactful teaching practices across the school.

Monitoring and evaluation

	<p>The impact of the Subject Director support model will be assessed through ongoing teacher feedback, student performance data, and observations.</p> <p>Regular check-ins will allow for continuous improvement, adjustments, and refinements to the support provided by Subject Directors.</p> <p>By closely monitoring the outcomes and gathering insights from teachers, we will ensure that this approach effectively contributes to narrowing the achievement gap and improving the overall educational experience of PP students.</p> <p>Weekly Y11 RAG sessions identify any learning concerns and create a whole school approach to all learning, identifying any concerns and gaps to boost learner performance and implement interventions.</p>	
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Targeted academic support:

Budgeted cost: £207,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group work that focuses on phonics, fluency, comprehension, and fundamental literacy skills.</i></p> <p><i>Fresh Start Ruth Miskin Programme, Rapid Plus and Lexia targeted programmes.</i></p> <p><i>Peer mentor reading programme.</i></p> <p><i>Specialist maths TA and 121 tutor to provide support.</i></p> <p><i>Sparks maths programme used to support home learning.</i></p>	<p>Approach and Rationale</p> <p>To address the specific literacy needs of our PP students, we are implementing targeted literacy interventions facilitated by Specialist Literacy Teaching Assistants (STAs). This approach is grounded in evidence-based research from the EEF demonstrating the significant impact of reading comprehension strategies on student progress and achievement. By tailoring activities and texts to match students' reading capabilities, these interventions aim to build confidence and motivation to read.</p> <p>Implementation</p> <p>Numeracy needs of PP students will be supported via a newly appointed specialist Maths Champion. Tutor support is also used for students to access 121 support, as well as to support in classrooms where appropriate. Sparks maths is also utilised across all year groups to support home learning.</p> <p>Our literacy interventions and Specialist TA will operate within a framework to effectively improve literacy skills among PP students:</p> <ul style="list-style-type: none"> Assessment and differentiation: Star reading tests will provide up-to-date reading ages for all KS3 students. These will be displayed on OCLLOUD to allow teachers to 	<p>2, 3, 4, 5, 6</p>

implement appropriate support. Reading ages will also be made available to parents/carers via the Parent Portal.

- Targeted intervention plans: Based on the Star Reading and Star Maths assessment results, customised intervention plans will be developed for students who require support, including PP students. These may include small-group and/or one-on-one settings, allowing for personalised attention and targeted support. Small-group sessions will promote peer learning and collaboration.
- Regular progress monitoring through the RAG: Throughout the intervention period, the progress of each PP student will be continuously monitored through assessments, observations, and performance feedback. Adjustments to intervention plans will be made based on progress indicators.
- Embedded literacy and numeracy skills: Specialist TAs will focus not only on the immediate improvement of reading but also on developing general literacy skills that can be applied across various subjects and contexts.

Our peer reading programme will be supported by reading ambassadors supporting targeted students on a morning listening to them read. This is done within a supportive and positive environment, which develops confidence of both the readers and ambassadors.

Other supportive packages, including Lexia and Flash Academy, will be delivered and progress monitored via our PLC.

Expected outcomes

The implementation of interventions and the engagement of a Specialist Literacy TA are expected to yield several positive outcomes for PP students:

- Enhanced Reading Ability: PP students' reading abilities are anticipated to improve significantly. As students complete the Fresh Start Phonics programme they will grasp the key speed sounds to enable them to decode texts. The Specialist Literacy TA supports students to work through the phonics, comprehension and fluency interventions, leading to a more profound understanding of texts and improved engagement with academic content.
- Increased Confidence: Through tailored interventions and personalised support, PP students will gain confidence in their reading and numeracy abilities, which can positively impact their overall attitude toward learning.
- Transferable Skills: The development of essential literacy and numeracy skills will extend beyond reading ability, benefiting students' performance in other subjects that require strong reading and comprehension abilities.
- Narrowing of Achievement Gap: By providing targeted interventions, we aim to narrow the achievement gap between PP students and their peers, ensuring equitable access to quality education.

Monitoring and evaluation

Progress and effectiveness will be closely monitored through ongoing assessments, pre- and post-intervention comparisons,

	<p>and regular communication between Specialist TA, classroom teachers and parents/carers.</p> <p>Data collected will help identify trends, successes, and areas for improvement, enabling us to refine our approach and continuously enhance the impact of the literacy interventions on PP students' learning outcomes.</p>	
<p><i>All Pupil Premium students have access to small tutor groups within English, maths and science.</i></p> <p><i>Promoted use of external and internal resources to aid learning.</i></p>	<p>Approach and Rationale</p> <p>Y11 students attending small tutor groups for English, maths and science has proven to accelerate student progress.</p> <p>To ensure the effectiveness of this approach, we will ensure that tutoring is supplementary to regular classroom teaching and closely aligned with the curriculum, while also monitoring progress to maximise its benefits.</p> <p>Implementation</p> <p>Subject-specific and expertise teachers lead English, maths and science tutor groups for all Y11 students, including PP.</p> <p>Tutor sessions will be explicitly linked with and align to the curriculum taught in classroom settings to build on knowledge, embed core knowledge and support progress.</p> <p>The RAG sessions will be used to monitor progress and adapt interventions as required, ensuring learning gaps are addressed immediately.</p> <p>Group tutors will establish positive relationships with PP students, fostering a safe and supportive learning environment where students feel comfortable asking questions and seeking clarification.</p> <p>Expected outcomes</p> <p>Immediate learning gaps addressed, allowing increased rates of progress. Increased confidence and enhanced learning opportunities for Y11 students.</p> <p>Monitoring and evaluation</p> <p>Subject RAG used to monitor and evaluate impact of group tutor interventions. By consistently monitoring the effectiveness of the tutoring approach, we will be able to make data-driven adjustments to ensure that the sessions continue to support the academic growth and success of our PP students.</p>	1, 2, 3, 5, 6
<p><i>Enrichment to the curriculum, e.g. Trips, Music Tuition, after school sessions and holiday sessions</i></p>	<p>Approach and Rationale</p> <p>Our PP strategy recognises the value of ensuring enrichment opportunities are embedded and accessible in order to support cultural capital.</p> <p>Learning to play a musical instrument offers numerous cognitive, emotional, and academic benefits that can positively impact students' overall attainment and motivation. As does access to</p>	1, 2, 3, 4, 5, 7

<p><i>“Poverty-proofing” the curriculum to allow equal access for all</i></p>	<p>external programmes, such as the Duke of Edinburgh and sports competition.</p> <p>Recognising the importance of extended learning opportunities, our PP strategy incorporates after school and holiday sessions. These sessions provide students, particularly those in Y11, with additional time to reinforce their learning, build confidence, and enhance their ability to retain and apply knowledge effectively.</p> <p>Our PP strategy emphasises the importance of enriching the curriculum through a variety of experiences, including educational trips and access to necessary learning materials. These opportunities are designed to broaden students' horizons, inspire their learning, and provide experiences that they might not otherwise have access to, thereby promoting motivation and engagement. The hardship grant is available to support families who would otherwise be unable to afford to access these opportunities.</p> <p>Implementation</p> <p>Our approach to providing music tuition involves the following components:</p> <ul style="list-style-type: none"> ● Qualified Music Instructors: We collaborate with skilled and experienced music instructors (Wakefield Music Services) who are proficient in teaching a variety of musical instruments. These instructors bring expertise and passion to their teaching, creating an environment conducive to learning and creativity. All music tuition for PP students is fully funded. <p>Our approach to implementing after school and holiday sessions is guided by research and evidence that underscores their positive impact on student outcomes:</p> <ul style="list-style-type: none"> ● Extended learning time - such as after school and holiday sessions ● Targeted support - our sessions are tailored to the specific needs of Y11 students, focusing on areas where additional support is most beneficial in the run up to exams. ● Recap and review - emphasises the importance of spaced repetition and active recall in strengthening memory and retention ● Confidence building - extended learning opportunities have been linked to improved self-confidence and among students ● Interactive learning - interactive learning experiences have been shown to enhance engagement and knowledge retention ● Personalised attention - personalised learning experiences positively impact student achievement. Our smaller group settings allow teachers to address individual questions and provide tailored support. <p>Our decision to include enrichment activities such as trips and learning materials is grounded in research and evidence that highlight their positive impact on motivation and engagement, broadening horizons, inspiration and creativity, motivation to succeed and equity and inclusion. These experiences can</p>	
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	<p>mitigate the gap between different student groups and promote inclusivity.</p> <ul style="list-style-type: none"> • All material costs for accessing Design Technology lessons are fully funded for PP students. • All material costs for accessing music lessons are fully funded for PP students. • Costs of sporting events and fixtures (including transport) are fully funded for PP students. <p>Expected outcomes</p> <p>The integration of music tuition into our PP strategy is anticipated to yield several positive outcomes for our students: improved cognitive skills, emotional wellbeing, increased motivation, enhanced discipline and focus and cultural enrichment.</p> <p>Incorporating after school and holiday sessions into our PP strategy is anticipated to yield the positive outcomes for Y11 students in their performance, confidence, recap and retention of knowledge and application of knowledge, motivations and transition into Post16.</p> <p>Supporting trips and resources will ensure that our PP students experience the same experiences and opportunities as all our students.</p> <p>Monitoring and evaluation</p> <p>We will monitor the impact of the music tuition program through ongoing assessments, student feedback, and observations.</p> <p>After school and holiday sessions will be monitored by classroom teachers and Heads of Department with regards to uptake and impact seen in the classroom and through review of progress.</p> <p>We will monitor the impact of trips and learning materials through student feedback, engagement levels, and academic progress. We will assess whether these activities contribute positively to the intended outcomes expected.</p>	
<p><i>Behaviour interventions including Alternative Provision</i></p>	<p>Approach and Rationale</p> <p>Our behavioural interventions aim to cultivate a positive and nurturing environment that enhances both behaviour and academic performance. Recognising the vital role of parental engagement, we collaborate closely with parents/carers to establish a unified strategy for tackling behavioural challenges and fostering holistic student development. For instance, we utilise our school coach, Thrive and Bridge Programmes. We will work with external agencies to utilise their knowledge and strategies.</p> <p>Alternative provision (AP) offers a tailored approach to students who require a different learning environment due to academic, social, or emotional challenges. This approach recognises that traditional classroom settings may not be conducive to the success of all students. Our PP strategy aims to provide alternative pathways that accommodate diverse learning needs.</p>	<p>1, 2, 3, 4, 5</p>

	<p>Implementation</p> <p>We buy into the Educational Psychology service.</p> <p>We work actively with local Alternative Provisions who can provide tailored learning plans, vocational opportunities and smaller group settings.</p> <p>We work closely with the LA Inclusion Panel to work with students at risk of permanent exclusion and those requiring supportive packages to re-engage in education (eg EET, EIT, RESET, ECT, etc)</p> <p>We use every range of behaviour support strategy within the academy we can identify and utilise others we come across creating a multi-faceted approach.</p> <p>We have a dedicated space for Bridge and PLC to operate.</p> <p>We have commissioned a police officer to be on site one day per week, helping to support wider issues in the community.</p> <p>Each year group has a learning manager - all of whom are safeguarding trained - who offer daily support and assistance.</p> <p>Expected outcomes</p> <p>Students improved behaviour, reduced sanctions, positive engagement with learning.</p> <p>Consistent and collaborative approach between the academy and parents/carers regarding expectations.</p> <p>Supportive relationships between school, students and parents/carers.</p> <p>Monitoring and evaluation</p> <p>Regularly review behavioural data to identify improvements and trends.</p> <p>Gather feedback from teachers, students, and parents/carers on changes in behaviour and the overall school atmosphere.</p> <p>Analyse academic progress data to see if behavioural improvements are correlated with enhanced learning outcomes.</p> <p>By incorporating these multifaceted strategies, we aim to create a robust and effective behavioural intervention framework.</p>	
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Wider strategies:

Budgeted cost: £80,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise the Attendance Officer, EWO and Attendance admin to target students who are eligible for Pupil Premium funding and are in danger of becoming PA or are already PA.</p> <p>Implement a range of interventions to support students who are identified as PA.</p>	<p>Approach and Rationale</p> <p>Our PP strategy acknowledges the crucial role that attendance and behaviour play in shaping student outcomes. In response to these attendance and behaviour challenges, we have evolved our approach by expanding our inclusion team. We have an attendance officer and attendance admin assistant, alongside a Special Educational Needs (SEN) Officer, PLC and Bridge managers. This enhanced team collaboratively focuses on fostering regular attendance, encouraging positive behaviour, and creating a supportive school environment, particularly for students from disadvantaged backgrounds.</p> <p>Implementation</p> <p>Our approach is informed by evidence that highlights the crucial role of a coordinated and proactive inclusion team in improving attendance and behaviour outcomes. We aim for early intervention, family engagement, behavioural interventions.</p> <p>Expected outcomes</p> <p>By implementing an inclusion coordination approach, we aim to achieve the following outcomes: improved attendance, reduced PA, positive behaviour climate and enhanced progress.</p> <p>Monitoring and evaluation</p> <p>To assess the impact of our inclusion coordination approach, we will utilise the following strategies:</p> <ul style="list-style-type: none"> ● Regularly review attendance data and behaviour reports to identify trends and areas for improvement. ● Collect feedback from students, families, and staff to evaluate the effectiveness of the inclusion team's support. ● Monitor academic progress and behaviour outcomes among students who receive targeted interventions. ● Hold weekly Inclusion team meetings to discuss students and families to monitor student wellbeing, raise concerns and discuss the most appropriate interventions to support them and their families. <p>By continuously analysing data and seeking input from stakeholders, we will refine our inclusion coordination strategy to ensure that it remains responsive to the needs of our disadvantaged students.</p>	1, 2, 4, 5
<p>Empowering parents/carers to work with their children and maintain good relationships and open lines of communication with the academy</p>	<p>Approach and Rationale</p> <p>Our PP strategy recognises that different parents/carers will liaise with the academy via different routes. We aim to support all parents and carers in engaging with our academy and feedback back to us on their thoughts and ways to improve/</p> <p>Implementation</p> <p>We will engage with parents and carers (<i>not an exhaustive list</i>):</p>	2, 4

<p>through strategies such as: Parent meets and phone calls, use of Edukey, Parent Portal, and the Principal's Blog</p>	<ul style="list-style-type: none"> ● During subject reviews via an online survey ● Seeking feedback when reviewing aspects of the academy e.g. best ways to hold parents meetings, use of praise, use of home learning, etc. ● In writing One Page Profiles which are utilised by teaching staff ● Provide regular updates as to what all subjects are learning this month ● Provide regular Principal Blog updating parents/carers on what is happening in the academy ● Use of Parent Portal to view attendance, timetable, praise, honours received ● Utilise Groupcall - free texting service ● Phone calls to parents from teachers, such as following a lesson removal for class behaviour <p>Expected outcomes</p> <p>Parents and carers feel more engaged with the academy and their knowledge of what is happening with their child. That they feel a part of the conversation and the solution.</p> <p>Monitoring and evaluation</p> <p>We will monitor the responses from parents/carers as to what communication they feel is working and what requires further improvement.</p>	
<p>Providing a supportive transition from Y6 to Y7, and from Y11 to post-16</p>	<p>Approach and Rationale</p> <p>Transitioning from primary to secondary school is a critical phase in a student's educational journey. Our PP strategy recognises the challenges that can arise during this transition and aims to provide extra support to ensure a smooth transition process for PP students.</p> <p>We also recognise that transitioning to Post-16 also has its challenges and that some students will require support with this stage of independence, to support aspirations and guidance.</p> <p>Implementation</p> <p>We aim to minimise negative progress during the transition, reduce feelings of anxiety and create a positive and supportive transition.</p> <p>Our careers programme has a whole academy approach setting high aspirations, prepares students for their next steps and also provides personalised guidance which can help students navigate the new environment more effectively.</p> <p>All Y7 students complete the ACE programme to support their transition into the Outwood Trust.</p> <p>We expect all staff in the academy to set high aspirations and to not limit success.</p> <p>Our external, unbiased careers advisor will support students to plan, apply using informed decisions and secure their next steps, meeting with individuals on multiple occasions to support this. We will ensure that students have access in school to research and apply for the most appropriate courses and support students in visiting establishments.</p>	<p>1, 2, 5</p>

	<p>Expose all students, especially PP students, to the Gatsby benchmarks to ensure all students can make informed decisions about their futures.</p> <p>Expected outcomes</p> <p>Smooth transition: By offering extra support and communication, we aim to facilitate a smooth transition for disadvantaged students, reducing the potential disruptions in learning and overall well-being.</p> <p>Early interventions: By identifying potential challenges early on and providing appropriate support, we aim to prevent issues from escalating and impacting students' academic journey.</p> <p>Monitoring and evaluation</p> <p>Collect feedback from students and parents/carers about their experiences during the transition process.</p> <p>Monitor attendance, behaviour, and academic progress of students who receive transition support.</p> <p>Analyse the data to identify trends and assess whether the transition support has contributed to positive outcomes.</p> <p>Our evaluation will help us refine our approach and ensure that the transition support strategy remains effective in achieving its intended goals.</p> <p>We will work with the colleges and support them in their knowledge of our students in how to support them the best way possible. We will review our NEET and over time retention figures.</p>	
<p>Continue to embed a sense of belonging and equality through the student uniform policy</p>	<p>Approach and Rationale</p> <p>Our PP strategy recognises the significance of creating an inclusive and cohesive school environment where all students, regardless of their socio-economic background, feel a strong sense of belonging. To achieve this, we emphasise the importance of a standardised school uniform policy that ensures equity and fosters a positive school culture.</p> <p>Implementation Strategy</p> <p>Our policy supports an inclusive identity - A school uniform provides students with a visible and consistent identity, reducing social comparisons and enhancing a sense of belonging and pride.</p> <p>Our policy supports equality - By implementing a standardised uniform policy, we ensure that all students have equal access to appropriate attire, minimising any visible disparities and supporting a fair and inclusive environment.</p> <p>The uniform policy is communicated with students and parents/carers, as well as being displayed on our website and in students' planner. Any proposed changes are communicated well in advance to support any changes.</p> <p>We will ensure the academy has a budget set aside for families facing financial hardship.</p>	<p>1, 4, 5</p>

	<p>We have a well-equipped uniform store that holds a range of uniform items for students to borrow if required.</p> <p>Expected Outcomes</p> <p>Sense of belonging - Students will experience a stronger sense of belonging to the school community, fostering a positive and supportive atmosphere for academic and personal growth.</p> <p>Reduced stigma - Standardised uniforms eliminate the socio-economic distinctions that can arise from varied clothing choices, promoting inclusivity and reducing stigma related to financial differences.</p> <p>Enhanced school culture - A cohesive and unified appearance contributes to a positive school culture, where students focus on their learning and interactions rather than external appearances.</p> <p>Monitoring and Evaluation</p> <p>Monitor students' access to the uniform store, following up with supportive discussions with students and/or their families as appropriate.</p>	
<p>The Personal Development curriculum supports the wellbeing of students.</p> <p>Mental health and wellbeing support accessible across range of agencies.</p>	<p>Approach and Rationale</p> <p>Recognising the profound impact of mental wellbeing on students' overall development and academic success, our PP strategy includes providing targeted mental health support both through the Life curriculum, as well as external agencies. Evidence highlights that children from disadvantaged backgrounds often possess weaker Social Emotional Learning (SEL) skills, which can negatively affect their mental health and academic outcomes.</p> <p>To address these challenges, we are partnering with reputable external agencies such as counselling services to implement SEL interventions that aim to enhance students' emotional regulation, social skills, and overall wellbeing.</p> <p>Implementation Strategy</p> <p>Our tutor time programme, Life lessons and assemblies embed social and emotional learning. These are age-appropriate and progress as students move through the academy. Life lessons utilise external organisations to support the delivery of some sensitive content, such as Spectrum for elements of RSE.</p> <p>We have a Health and Wellbeing Officer accessible to all students.</p> <p>We partner with trusted agencies specialising in mental health and wellbeing support for young individuals. The agencies used provide interventions designed to strengthen students' emotional intelligence, interpersonal skills, and ability to manage stress and emotions effectively. All interventions are designed to create a safe space - including for PP students - to explore their emotions, develop healthy coping mechanisms, and build positive relationships with peers and adults.</p> <p>Our Bridge Manager will provide small group and personalised support packages working to the needs of our young people.</p>	<p>1, 4, 5</p>

	<p>Expected Outcomes</p> <p>Enhanced emotional regulation - PP students will develop improved emotional awareness and regulation, equipping them with valuable skills to manage stress and challenges effectively.</p> <p>Development of positive social skills - interventions will enable students to acquire enhanced interpersonal skills, enabling them to form healthier relationships and collaborate more effectively with peers and teachers.</p> <p>Boosted wellbeing - participating in interventions is expected to contribute to improved overall wellbeing, including reduced anxiety, increased self-esteem, and a more positive outlook.</p> <p>Academic gains: As SEL skills are associated with better academic outcomes, we expect that the improved emotional and social competencies will positively influence PP students' engagement and attainment.</p> <p>Monitoring and Evaluation</p> <p>The effectiveness of the SEL interventions will be continuously monitored through various methods, including student feedback, progress assessments, and regular communication with the external agencies. By closely tracking the impact of these interventions on students' mental wellbeing, emotional intelligence, and academic performance, we can ensure that our efforts are making a meaningful difference in the lives of our PP students. Adjustments and improvements will be made based on the data and feedback received, ensuring that the interventions remain relevant and effective over time.</p>	
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Total budgeted cost: £346,096

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The measures in place have shown an impact on student's reading ages with many students eligible for the Pupil Premium having improved their reading age. The new systems have allowed us to identify students more quickly and to be able to put in support where it is required. The students are reviewed regularly to ensure that students are getting the right support that they need. At the end of 2023/24, students receiving reading interventions who were eligible for the Pupil Premium had a positive ratio gain of 1.06, which is above the national average of 0.8.

The gap between PP and non PP still remains but it is getting narrower. The early intervention in lower years is aimed to ensure that students are reaching KS4 with skills needed to access the GCSE curriculum. Results for students eligible for the Pupil Premium for the previous two academic years can be found below:

	2024	2023	Difference
Attainment 8	34.78	25.15	↑ +9.63
% 4+ English & Maths	58.5%	31%	↑ +27.5%
% 5+ English & Maths	34%	19%	↑ +15%

Results show that the percentage of eligible students achieving 4+ Basics has increased by 8.5% compared to the previous year, and those achieving 5+ Basics has increased by 2.7%. This shows an increase in attainment of students eligible for the Pupil Premium, reducing the attainment gap by 0.548. This is especially the case for students achieving grade 5+ in Maths, with an increase of 2.1% compared to the previous academic year. The percentage of students accessing and achieving in EBACC subjects has remained the same since the start of the plan.

The attendance of students eligible for the Pupil Premium has steadily improved, with an increase of 0.98% overall attendance compared to 2021/22. The PA rate has also reduced by 6.2% in the same period of time.

Behaviour and engagement of students eligible for the Pupil Premium has also improved, with just over a 100% increase in the number of praise points received by students since the start of the previous plan. In addition to this, there was a 76% increase in the number of interventions taking place for students eligible for the Pupil Premium.

Externally provided programmes

Programme	Provider
Fresh Start - Ruth Miskin Literacy (Phonics)	Read Write Inc
Star Reader	Renaissance
Star Maths	Renaissance
Lexia	Lexia Learning Systems LLC
Specialist TAs and 121 tutors	Outwood Grange Academies Trust
Maths Homework	Sparx
MFL Homework	Language Nut
Careers Advisor	Progress Careers
DA Languages: Translation service	DA Language
Flash Academy: EAL support	Flash Academy
School Coach/Counsellor	Time 2 Begin
PC India Wilson	West Yorkshire Police

Further information (optional):

Pupil Premium Overview



1 Teaching

- Quality of teaching and learning
- Wave-one, classroom strategies and interventions
- Sparks (maths)
- Accelerated Reader
- MyOn
- Music tuition
- Director support
- RAG meetings
- Enrichment programme
- Additional afterschool & holiday sessions
- Trips & educational visits
- Educational materials (DT)
- Transition
- Broad and balanced curriculum offer
- Enrichment offers additional learning opportunities



2 Targeted academic support

- 121 tutors for core subjects
- Maths, English and Science tutor groups
- Alternative provision
- Fresh Start and Rapid Plus
- Peer reading tutor groups
- Access arrangements
- Behaviour interventions
- Edukey
- CPD offer

3 Wider Strategies

- Inclusion coordinator, Bridge & PLC managers, and learning managers
- EWO & attendance officer
- Uniform
- CPOMS
- Reintegration
- External agencies, e.g. iSpace and school nurse
- Parent Portal