



*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	1003
Proportion (%) of pupil premium eligible pupils	30.59%
Academic year/years that our current pupil premium strategy plan covers	2024/25 - 2027/28 Current year: 2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
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	£364,636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£364,636

# Part A: Pupil premium strategy plan

## Statement of intent

This statement refers to planned provision and support for the academic year 2025-2026 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
I	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
To reduce the gap for attendance and PA between students eligible for the Pupil Premium and their non-PP peers	<ul style="list-style-type: none"> <li>Reduced number of persistent absentees (PA) among students eligible for Pupil Premium</li> <li>Overall attendance among students eligible for Pupil Premium improves</li> </ul>
To reduce the number of classroom behaviour incidents and suspension rates for students eligible for the Pupil Premium	<ul style="list-style-type: none"> <li>A reduction in the number of students eligible for the Pupil Premium being removed from lessons due to classroom behaviour (C4a lesson removal)</li> <li>Reduced percentage of suspension events for students eligible for the Pupil Premium</li> </ul>

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

## 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: £69,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A high emphasis placed on the wave one, quality teaching and learning.</p> <p>CPD on quality-first teaching based on the strategies that work with Pupil Premium students.</p> <p>ACE, SEND and Trauma-informed practice implemented across the school to all staff.</p>	<p><b>Approach and Rationale</b></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><b>Implementation</b></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 L&amp;P (Learning and Performance) and Coaching 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 continue to be a priority this year. With the introduction of the 'Checking for Understanding' policy, misconceptions of all students will be identified and addressed immediately. ClassCharts is used by teaching staff, ensuring all PP students are clearly identified. The weekly PP spotlight focus will continue, ensuring all PP are given the opportunity for direct feedback.</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>3, 5</p>

	<p>Class sizes are adjusted where needed in order to support the academic achievement and progress of students.</p> <p><b>Expected outcomes</b></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>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><b>Monitoring and evaluation</b></p> <p>SLT learning walks, reduced incidences of poor behaviour, student voice, visits from colleagues external to the academy, subject reviews.</p>	
<p>CPD on effective literacy strategies across the curriculum and consistency in their use.</p> <p>Literacy and numeracy interventions.</p> <p>Development of literacy and numeracy awareness across the school.</p>	<p><b>Approach and Rationale</b></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 and numeracy skills between Pupil Premium students and their peers (<i>further details in intervention section below</i>).</p> <p>Specific literacy programmes identify students with below average read ages. This information is shared with teachers, alongside specific strategies to support these students with accessing curriculum texts, ensuring students of all abilities can engage.</p> <p>Raising the profile of literacy and numeracy across the school supports the development of confident readers.</p> <p><b>Implementation</b></p> <p>Specific literacy strategies - including guided reading, tiered vocabulary and scaffolded writing - are embedded within curriculum areas. Opportunities for evaluating and revisiting these are part of the ongoing L&amp;P and Coaching structure.</p>	3, 6

	<p>A numeracy TA joined the academy in September 2025, with a specific focus on identifying 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>Literacy and numeracy events are calendared which link to wider-world events. Range of opportunities for student engagement with recognition of efforts.</p> <p>Celebration / praise events for students engaging in successful interventions, and those engaging in calendared events.</p> <p>Reading, writing and vocabulary will continue to strengthen, with oracy being a specific focus this academic year.</p> <p><b>Expected outcomes</b></p> <p>The literacy and numeracy gap between PP students and their peers will start to narrow before students begin GCSEs in Year 10.</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><b>Monitoring and evaluation</b></p> <p>Three calendared Star Reading tests yearly (four for Year 7), followed by a thorough review and catch up sessions for absent students.</p> <p>Implementation of 'Under 90' maths curriculum to close gaps in learning for Y7 students.</p> <p>The weekly literacy RAG will review progress and next steps. Strategies will be refined as required. PP students will continue to be a priority when allocating interventions.</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>Subject reviews and learning walks (including from HODs) will address the effectiveness of strategies being used in classrooms.</p>	
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<p>Director support from OGAT made available to departments to ensure Pupil Premium students make the required progress.</p> <p>Praising Stars and the RAG sessions used to monitor student progress.</p>	<p><b>Approach and Rationale</b></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><b>Implementation</b></p> <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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Expected outcomes</b></p>	<p>3, 6</p>
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	<p>The continued use of Subject Directors will result in benefits for our PP students and the overall teaching community:</p> <ul style="list-style-type: none"> <li>• Enhanced Instruction: Contribute to fostering a deeper understanding of subject matter, including PP students.</li> <li>• Improved Differentiation: Providing guidance on differentiated instruction, Subject Directors will enable teachers to tailor their teaching approaches to the diverse needs of PP students.</li> <li>• Informed Decision-Making: Data analysis and insights from Subject Directors will inform strategic decisions, ensuring that interventions are targeted and effective.</li> <li>• Teacher Empowerment: Professional development led by Subject Directors will empower teachers with new skills and strategies, enhancing their confidence and effectiveness in the classroom.</li> <li>• Increased Collaboration: Collaborative efforts will foster a culture of shared knowledge and expertise, leading to more cohesive and impactful teaching practices across the school.</li> </ul> <p><b>Monitoring and evaluation</b></p> <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: **£224,464**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group work that focuses on fundamental literacy and numeracy skills - led by specialist numeracy TA and x2 specialist literacy TAs.</p> <p>Fresh Start Ruth Miskin and Rapid Plus targeted programmes.</p> <p>Accelerated Reader and myON programme used to support access to reading materials.</p> <p>Sparks maths and Timetable Rockstars programme used to support home learning.</p> <p>Weekly literacy RAG.</p> <p>Rewards and celebration events.</p>	<p><b>Approach and Rationale</b></p> <p>To address the specific literacy needs of our PP students, we are implementing targeted literacy and numeracy interventions facilitated by specialist TAs. 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 to match students' capabilities, these interventions aim to build confidence and motivation. This in turn supports students in accessing the curriculum at all levels.</p> <p>Literacy and numeracy-based small interventions have been particularly successful for PP students in 2024/25, with some groups making faster progress than their non-PP peers. There is also a correlation between students increasing their literacy and numeracy skills with reduced sanctions.</p> <p><b>Implementation</b></p> <p>Weekly literacy RAG allows for thorough analysis of reading data at KS3. PP students will continue to be prioritised when allocating intervention.</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>KS3 numeracy interventions will be supported via a newly appointed specialist numeracy TA. This will be done via small groups and 121 where appropriate.</p>	<p>3, 4, 6</p>

	<p>Tutor support is also used for students to access 121 support, as well as to support in classrooms where appropriate. This is specific to GCSE students.</p> <p>Online platforms - including Sparks, Accelerated Read and myON - can all be accessed from home to support home learning.</p> <p>Other supportive packages, including Lexia and Flash Academy, will be delivered and progress monitored via our PLC.</p> <p><b>Expected outcomes</b></p> <p>The literacy and numeracy gap between PP students and their peers will start to narrow before students begin GCSEs in Year 10. Students entering in Y7 and any new starters will be tested early to address any needs efficiently.</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>Numeracy skills will improve and therefore access to the curriculum requiring these skills, such as in science, geography and DT, will improve.</p> <p>Students feel more confident in their literacy and numeracy skills, accessing opportunities to develop these skills beyond the classroom. These transferable skills extend beyond the school curriculum and build on fundamental skills needed to succeed in life.</p> <p><b>Monitoring and evaluation</b></p> <p>Progress and effectiveness will be closely monitored through ongoing assessments, pre- and post-intervention comparisons, and regular communication between Specialist TA, classroom teachers and parents/carers.</p> <p>Three calendared Star Reading tests yearly (four for Year 7), 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. PP students will continue to be a priority when allocating interventions.</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>	
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<p>All Pupil Premium students have access to small tutor groups within English, maths and science.</p> <p>PDG programme.</p> <p>Promoted use of external and internal resources to aid learning.</p> <p>Weekly Y11 RAG.</p>	<p><b>Approach and Rationale</b></p> <p>Y11 students attending small tutor groups for English, maths and science have proven to accelerate student progress. Groups are allocated based on the weekly RAG, allowing for needs to be addressed immediately.</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>The new PDG (Personal Development and Growth) programme is to be rolled out this academic year. As part of this, all Year 10 and Year 11 students will receive additional English and maths tutoring opportunities, led by expert teachers.</p> <p><b>Implementation</b></p> <p>Subject-specific and expert 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>Resources developed for the tutoring as part of the PDG programme are developed and reviewed at Trust level by experts.</p> <p><b>Expected outcomes</b></p> <p>Immediate learning gaps addressed, allowing increased rates of progress. Increased confidence and enhanced learning opportunities for Y11 students.</p> <p>The increased time spent with tutors/mentors during the PDG period will mean even stronger relationships form between students and tutors/mentors. This is especially beneficial for the most vulnerable students, who are often PP.</p> <p><b>Monitoring and evaluation</b></p>	<p>1, 3, 5, 6, 7</p>
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	<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> <p>Members of core SLT each assigned to a year group. Drop in rota will mean the new PDG programme is to be reviewed continuously.</p>	
<p>Enrichment opportunities to enhance the curriculum.</p> <p>“Poverty-proofing” the curriculum to allow equal access for all.</p>	<p><b>Approach and Rationale</b></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 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><b>Implementation</b></p> <p>We collaborate with skilled and experienced music instructors (Wakefield Music Services) who are proficient in teaching a variety of musical instruments. All music tuition for PP students is fully funded.</p> <p>We offer extended learning time - such as after school and holiday sessions - for GCSE students. These are often small, targeted groups of students who received additional support from expert teachers.</p> <p>We offer an extensive enrichment programme. The attendance of PP students is tracked weekly and shared with staff, with a specific focus on reducing the “zero” list (PP students who have not attended an enrichment).</p>	3, 4, 7

	<p>Our curriculum is poverty proofed to ensure PP students are not disadvantaged due to financial situations. All material costs for accessing Design Technology lessons are fully funded for PP students, as are the costs of sporting events and fixtures (including transport).</p> <p><b>Expected outcomes</b></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 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, and are able to access to curriculum equally.</p> <p><b>Monitoring and evaluation</b></p> <p>We will monitor the impact of the music tuition program through ongoing assessments, student feedback, and observations. Students accessing the music tutor programme are tracked, with PP students given priority on waiting lists.</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>Attendance on trips - including sporting fixtures - is monitored with a specific focus on PP students. Where possible, PP students who have not attended a trip within the academic year are invited / encouraged to do so.</p>	
<p>Behaviour interventions, including Alternative Provision.</p> <p>External agencies, e.g. EP, EIT and counselling services.</p>	<p><b>Approach and Rationale</b></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>1, 2, 3, 4, 5</p>

<p>Internal support, e.g. Bridge and PLC.</p> <p>PDG Programme and assigned Learning Managers.</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><b>Implementation</b></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, 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>Our PDG programme promotes positive behaviours, both within the school environment and wider society. For example assemblies on what an “active citizen” looks like and opportunities to discuss real-life events via Votes for Schools.</p> <p>We utilise external services where possible to support students identified as vulnerable, such as TCD charity.</p> <p><b>Expected outcomes</b></p> <p>Students develop positive behaviour habits, which set them up for success in the wider world when they leave us after Y11.</p> <p>There is a reduced number of sanctions and increased positive engagement with learning.</p>	
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	<p>A consistent and collaborative approach between the academy and parents/carers regarding expectations.</p> <p>Supportive relationships between school, students and parents/carers.</p> <p>Strong communication between school and external agencies ensures appropriate interventions are accessed by students.</p> <p><b>Monitoring and evaluation</b></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>Quality assure the effectiveness of external agencies to ensure the support offered to students is having an impact.</p>	
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## Wider strategies:

Budgeted cost: £70,740

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</p>	<p><b>Approach and Rationale</b></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><b>Implementation</b></p>	1, 2, 3, 4, 5

<p>who are identified as PA.</p> <p>EBSA training.</p> <p>Increase the profile of attendance through assemblies, attendance focus in form time, attendance weeks and rewards.</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>Weekly meetings between the attendance team ensure open lines of communication about key individuals, with a specific focus on PP students.</p> <p>Weekly inclusion meetings - attended by a Vice Principal, the safeguarding team, learning managers, consequence manager and Bridge coordinator - ensure key students are discussed, allowing for the appropriate intervention to be put in place.</p> <p>Regular home visits where appropriate, with vulnerable students prioritised.</p> <p>All staff teaching staff have completed Level 1 and Level 2 of EBSA training, with further training available online.</p> <p><b>Expected outcomes</b></p> <p>Students at risk of PA are identified quickly, with interventions put in place efficiently. PA rates will continue to decrease.</p> <p>An inclusive approach creates a positive school environment, meaning students are more engaged in school, increasing attendance rates.</p> <p>Staff are aware of key risks and indicators of students at risk or experiencing EBSA, and are better acquitted at managing these.</p> <p><b>Monitoring and evaluation</b></p> <p>Regularly review attendance data and behaviour reports to identify trends and areas for improvement.</p> <p>Opportunities for student and parent/carer voice enables the academy to review the effectiveness of communications and interventions.</p> <p>Weekly attendance and inclusion meetings ensures ongoing discussions are taking place about key students, including the impact of interventions being put in place.</p>	
<p>Empowering parents/carers to work with their children and</p>	<p><b>Approach and Rationale</b></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</p>	<p>2, 4</p>

<p>maintain good relationships and open lines of communication with the academy through strategies such as:</p> <p>Parent meets and phone calls, use of Edukey, Parent Portal, and the Principal's Blog</p>	<p>carers in engaging with our academy and feedback back to us on their thoughts and ways to improve/</p> <p><b>Implementation</b></p> <p>We will engage with parents and carers (<i>not an exhaustive list</i>):</p> <ul style="list-style-type: none"> <li>• During subject reviews via an online survey</li> <li>• Seeking feedback when reviewing aspects of the academy e.g. best ways to hold parents meetings, use of praise, use of home learning, etc.</li> <li>• In writing One Page Profiles which are utilised by teaching staff (accessed via Edukey and reviewed frequently by the SEND team, alongside input from both parents/carers and students)</li> <li>• Provide regular updates as to what all subjects are learning each month</li> <li>• Provide regular Principal Blog updating parents/carers on what is happening in the academy (weekly)</li> <li>• Use of Parent Portal to view attendance, timetable, praise, honours received</li> <li>• Utilise Groupcall - free texting service</li> <li>• Phone calls to parents/carers, such as positive calls home to communicate when a student has gone above and beyond in a lesson</li> <li>• Half termly newsletters for key information, such as literacy and numeracy events, careers, etc.</li> </ul> <p><b>Expected outcomes</b></p> <p>Parents and carers feel more engaged with the academy and their knowledge of what is happening with their child; they feel a part of the conversation and the solution.</p> <p>Parents and carers feel confident in raising queries with the school, secure in the knowledge their queries will be addressed.</p> <p><b>Monitoring and evaluation</b></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><b>Approach and Rationale</b></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>1, 2, 4, 5</p>

<p>Careers advisor.</p> <p>PGD programme.</p> <p>ACE programme.</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><b>Implementation</b></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 prepares students for their next steps and provides personalised guidance to help students navigate their futures. This is embedded from Y7 onwards.</p> <p>All GCSE students receive a minimum of one 121 careers appointment.</p> <p>All Y10 students are given the opportunity to attend college taster days, as well as opportunities to complete mock interviews with external employers. Key students who require additional visits, such as those with SEND, are supported in doing so.</p> <p>All Y7 students complete the ACE programme to support their transition into the Outwood Trust.</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>A transition day for Y6 students enables all students the opportunity to visit the academy before starting in Y7. Ongoing communications with primary schools ensures vulnerable students are identified early on, with additional visits planned to further support transition.</p> <p>Strong communication with primary schools means the individual needs of students - including those with lower than average literacy and numeracy skills - are identified early so relevant interventions can be embedded early on.</p> <p><b>Expected outcomes</b></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>	
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	<p>Continued reduction in the number of students who are considered NEET.</p> <p><b>Monitoring and evaluation</b></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>Continued and ongoing communications with primary schools.</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>Continue to raise the behaviour expectations across the academy.</p> <p>Praising Stars celebration assemblies to recognise and reward.</p>	<p><b>Approach and Rationale</b></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><b>Implementation</b></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 ensure the academy has a budget set aside for families facing financial hardship.</p> <p>We have a well-equipped uniform store that holds a range of uniform items for students to borrow if required.</p> <p>Uniform bundles are provided free-of-charge to Y7 students joining the academy, as well as new starters.</p> <p><b>Expected Outcomes</b></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>	1, 2, 4, 5

	<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><b>Monitoring and Evaluation</b></p> <p>Monitor students' access to the uniform store, following up with supportive discussions with students and/or their families as appropriate.</p> <p>Weekly inclusion meetings ensure vulnerable students are discussed and support for families can be put in place if required.</p>	
<p>Our PDG Programme supports the wellbeing of students.</p> <p>Mental health and wellbeing support accessible across a range of agencies.</p>	<p><b>Approach and Rationale</b></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><b>Implementation Strategy</b></p> <p>Our PDG programme, RE 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>Our Bridge area creates a safe environment, where students feel comfortable having discussions around SEL. We also offer school nurse sessions, where students are able to drop in to discuss concerns.</p> <p>Our Bridge Manager provides small group and personalised support packages working to the needs of our young people.</p> <p>We partner with trusted agencies specialising in mental health and wellbeing support for young individuals, such as TCD Charity. The</p>	1, 2, 4, 5, 7

	<p>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><b>Expected Outcomes</b></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><b>Monitoring and Evaluation</b></p> <p>The effectiveness of the SEL interventions will be continuously monitored through various methods, including student feedback and regular communication with the external agencies. 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: £364,636**

## Part B: Review of the previous academic year

Of all students receiving literacy interventions across KS3 in 2024/25, 53% were in receipt of Pupil Premium. STAR reading tests show that positive ratio gains in reading ages were made across all intervention groups for PP students; in some cases, PP students made faster progress than their non-PP peers.

Of all students receiving numeracy interventions across KS3 in 2024/25, 64% were in receipt of Pupil Premium. Of those PP students, 86% of them made progress in their numeracy assessments.

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 three academic years can be found below:

	2023	2024	2025
<b>Attainment 8</b>	25.15	34.78	35.52
<b>Progress 8</b>	-0.8	-0.63	N/A

***\*No P8 figure available for 2025***

The attendance of students eligible for the Pupil Premium has steadily improved, and those in percentage of students considered to be PA has reduced. The table below shows attendance and PA figures for PP students in previous years:

	2023	2024	2025
<b>Attendance</b>	82.97%	83.02%	84.2%
<b>PA</b>	54.81%	53.12%	44.11%

The behaviour has continued to improve for students eligible for the Pupil Premium, with the percentage of students receiving praise increasing, whilst the percentage of sanctions and suspensions steadily falling. The table below shows the percentage of PP students who received praise points, sanctions and suspensions in previous years:

	2023	2024	2025
<b>Praise points</b>	88%	83%	97%
<b>Sanctions</b>	71%	79%	77%
<b>Suspensions</b>	18%	17%	16%

***\*The way praise and sanctions were recorded between the 2023 and 2024 academic years changed, which impacts the data displayed***



## Externally provided programmes

Programme	Provider
Fresh Start - Ruth Miskin Literacy (Phonics)	Read Write Inc
Star Reader	Renaissance
myON	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

## 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