

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Outwood Academy Hemsworth
Number of pupils in school	1055
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22/23
Date this statement was published	29/9/22
Date on which it will be reviewed	January 2023
Statement authorised by	T.Rutter
Pupil premium lead	C.Langley
Governor / Trustee lead	C.Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375,285
Recovery premium funding allocation this academic year	£105,708
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£419,608 PP £97,180 RPG

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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
- Achieve positive Mental health
- Students to become well rounded citizens that make a positive contribution to society, achieving economic stability
- Students to live a happier, healthier, longer life as a result of staying in the education system for longer
- Re-establish good routines at the academy and maintain high standards in the classroom

- Reduce suspensions for our PP students

Our current strategy is aimed at removing barriers to enable our PP students to access their full entitlement of the curriculum, resulting in the elimination of the achievement gap between PP and non PP students.

Our key principles are; swift identification of pupil premium students who need support. We will develop and embed a tiered and raft of interventions to meet the individual needs of our students. Finally, we will measure the impact of our support and review to decide if further support is required.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance
2	High suspensions

3	Lower Progress 8 and attainment 8 compared to the non PP students
4	Low aspirations in the household/community
5	Keeping children safe to enable them to fulfil their potential
6	PP students transitioning to the academy below National average for their literacy and numeracy
7	Students are out of good routines which affects the climate and culture for learning

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
Close the gap for attendance between PP and non PP	Meet Academy targets
Reduce the number of suspensions for PP students	Meet Academy targets
Close the attainment 8 and progress gap	Meet Academy targets
Establish a culture and climate optimal for excellent learning to take place	Meet Academy targets through external quality assurance and feedback

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve first wave Teaching & Learning	We want to offer high quality teaching to all these students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period. For example, collaborative learning, AfL, weighted questioning. We want to embed our 5 pillar approach to learning based on Rosenshine's principles	1,2,3,4,6
Improve literacy at KS3	Accelerated Reader is shown to have a positive impact across the Trust. Regular testing of student's literacy skills will help identify those in need of a personalised curriculum to help them catch up. Additional Specialist Literacy TA's will work with identified students.	1,2,3,4,6
Improve numeracy at KS3	Maths Mastery has proven successful across the Trust, which is part of the metacognition process, which is known to accelerate learning by +8 months. Regular testing of student's numeracy skills will help identify those in need of a personalised curriculum to help them catch up. Additional Specialist Numeracy TA's will work with identified students.	1,2,3,4,6
Director support from OGAT to be made available to departments to ensure PP students make the required progress. Praising Stars and the RAG	Guidance and support from directors within the Trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for PP students. Planned interventions for	1,2,3,4,6

used to monitor student progress.	PP students coordinated by the Senior Leadership team.	
Teach students explicitly how to be safe, respectful and responsible	Appoint an experience leader/teacher through using the covid recovery funding. Develop a Personal Development curriculum that is interwoven within all subjects taught	1,2,3,7

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The curriculum of all PP students will be analysed and additional English and/or Maths support will be provided if necessary.	Students are provided with interventions such as, Tutor English, Lunch English, 1-2-1 sessions and after school English sessions. This is mirrored in Maths, with the addition of Option Maths	1,2,3,4,6
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills. Delivered by 2 specialist numeracy and literacy TAs.	We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. The resources that will be included are the Ruth Miskin phonics, Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Sparx maths, Maths Mastery, for numeracy. All of these resources have been proven to add at least +4 months' progress.	1,2,3,4,6
To help PP students to de escalate and manage their emotions better in school	We will appoint 2 Specialist SEMH to help de escalate and regulate PP students to help them re engage in education	1, 2, 3, 4, 5, 7

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise the EWOs and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA	Early intervention is proven to prevent students becoming PA and offering a range of support to PP students and ensure they make the same progress as their peers.	1,2,4,5
All staff to provide quality enrichments and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.	The EEF Sutton Trust Toolkit has demonstrated that after school activities and holiday interventions accelerate progress by +5 months on average.	1,2,4,5
Ensure mental health awareness, and strategies of resilience, are implemented in our behaviour curriculum through form time and interventions.	Continue to embed recent achievement of the Gold Mental Health award in proactive and reactive aspects of the curriculum supporting PP students.	1,2,4,5
Expose all PP students to the Gatsby benchmarks, ensuring students can make informed decisions about their futures	Research has shown the importance of high quality careers advice in order to raise student's aspirations	1, 2, 3, 4, 6
Appoint an experienced leader to support re-establishing good routines and a positive climate for learning from our covid recovery funding	Research from our 7 strand transformation model shows leadership with efficacy and vision helps improve schools. For research demonstrates the impact of Instructional Coaching	1,2,3,4,7

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Progress 8 and Attainment 8 for Pupil Premium students have significantly improved compared to the last set of exams sat in 2019. English and Maths Basics at 4+ has also increased by 7%. Attendance has increased by nearly 2% for PP students compared to 2019 pre pandemic levels. Students with 1+ suspension has decreased year on year for the last 4 years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Ruth Miskin - Phonics	Ruth Miskin
Accelerated Reader	Renaissance
Lexia	Lexia Learning Systems LLC
Star Reader	Renaissance
Star Numeracy	Renaissance
1-2-1 Numeracy	Outwood Grange Academies Trust
1-2-1 Literacy	Outwood Grange Academies Trust
Specialist Numeracy TA	Outwood Grange Academies Trust
Specialist Literacy TA	Outwood Grange Academies Trust
Careers Advisors	Careers Inc
iSpace (wellbeing support)	iSpace
PC Caddick (SSPO)	West Yorkshire Police

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Last year we employed ISpace as a mentoring service available for students in need.</p> <p>We have a Bridge and Personalised Learning Centre (PLC) to support pastoral or personalised interventions</p> <p>Invested in CPD of staff to become Deputy Designated Safeguarding Leads and Mental Health First Aiders</p>
What was the impact of that spending on service pupil premium eligible pupils?	The predicted progress of service pupil premium students is positive. We have no service pupil premium students in Y11 last year.

Further information (optional)

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