

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Outwood Academy Hemsworth
Number of pupils in school	1051
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	2- October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	S.Day
Pupil premium lead	J.Mellor
Governor / Trustee lead	D.Earnshaw

Funding overview

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Detail	Amount
Pupil premium funding allocation this academic year	£400,542
Recovery premium funding allocation this academic year	£103,224
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£503,766
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

This statement refers to planned provision and support for the academic year 2023-2024 and is part of a 3 year plan. 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
- 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

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.

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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 including MHWB issues
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.

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Intended outcome	Success criteria
Close the gap for attendance between PP and non PP	Meet Academy targets
Reduce the number of exclusions 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: £236,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve first wave Teaching & Learning	We want to offer high quality teaching to all students and in particular, those from disadvantaged backgrounds. We will provide staff (teaching and non-teaching) with CPD that focuses on supporting the most vulnerable students which includes Trauma Aware practice, effective feedback, mastery, collaborative learning, positive framing and the use of	1,2,3,4,6

	<p>intervention to support student development. Additionally, we will continually monitor and refine the staffing structure and provision for students which includes our Bridge, PLC and Connect provision as well as funding an additional SENDCO to support the QFT focus.</p> <p>Subject directors also offer continual CPD to teaching staff to support QFT within specific departments including English, Maths and Science. Recruitment and retention strategies have been deployed to ensure we maintain a highly skilled workforce to offer the very best learning experience possible. Our Curriculum Led Financial Planning focus ensures that class sizes are adjusted where needed to support academic achievement and progress. These strategies have been proven to significantly improve the amount of progress as evidenced within the Educational Endowment Foundation toolkit.</p>	
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 and will improve student comprehension. This has been identified as supporting +6 months of accelerated progress within the EEF toolkit.	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. Regular testing of student's numeracy skills will help identify those in need of a personalised curriculum to help them catch up.	1,2,3,4,6
Director support from OGAT to be made available	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	1,2,3,4,6

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to departments to ensure PP students make the required progress. Praising Stars and the RAG used to monitor student progress.	predict student progress for PP students. Planned interventions for PP students coordinated by the Senior Leadership team.	
Improve quality of education for students when their teacher is absent	Appoint an experienced leader/teacher through using the covid recovery funding to support the consistent high quality provision for our PP students.	1,2,3,7
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 Option English, HMG English, Lunch English, 1-2-1 sessions and after school English sessions. This is mirrored in Maths.	1,2,3,4,6

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

Budgeted cost: £123,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement small group work that focuses on Phonics, Spellings,	We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust	1,2,3,4,6

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<p>handwriting and fundamental numeracy skills. Delivered by 2 specialist numeracy and 2 specialist literacy TAs.</p>	<p>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. Hegarty maths, Maths Mastery, for numeracy. All of these resources have been proven to add at least +4 months' progress.</p>	
<p>Small group intervention work in English, Maths and Science.</p>	<p>Employing tutors to lead small-group sessions specifically in English, Maths and Science. This has been proven to accelerate student progress.</p>	<p>3,4,7</p>

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

Budgeted cost: £143,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Utilise the EWO and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA</p>	<p>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.</p>	<p>1,2,4,5</p>

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<p>All staff to provide quality enrichments, out of school learning opportunities and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.</p>	<p>The EEF Sutton Trust Toolkit has demonstrated that after school activities, home learning and holiday interventions accelerate progress by upto +5 months on average.</p>	<p>1,2,4,5</p>
<p>Ensure mental health awareness, and strategies of resilience, are implemented in our behaviour curriculum through form time and interventions.</p>	<p>Continue to embed recent achievement of the Gold Mental Health award in proactive and reactive aspects of the curriculum supporting PP students.</p>	<p>1,2,4,5</p>
<p>Expose all PP students to the Gatsby benchmarks, ensuring students can make informed decisions about their futures</p>	<p>Research has shown the importance of high quality careers advice in order to raise student's aspirations</p>	<p>1, 2, 3, 4, 6</p>
<p>Appoint an experienced leader to support re-establishing good routines and a positive climate for learning from</p>	<p>Research from our 7 strand transformation model shows leadership with efficacy and vision helps improve schools</p>	<p>1,2,3,4,7</p>

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our covid recovery funding		
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Total budgeted cost: £503,766

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<p>In house data shows that progress and attainment outcomes for PP students have improved between 2021-2022 and 2022-2023.</p> <p>Attendance data comparing 2021-2022 and 2022-2023 demonstrates that overall attendance has remained broadly the same but PA has reduced significantly against national 'picture' where attendance has declined.</p> <p>Suspension data for PP students also showed a significant decrease when comparing the number of suspension episodes and the number of days of suspension.</p> <p>The percentage of students achieving a grade 4 or better in English and Maths and achieving a grade 5 or better in English and Maths has improved significantly from the previous year. 121 funding supported targeted intervention with students.</p> <p>The weekly average number of consequences issued at all levels in the academy reduced from the previous academic year.</p> <p>Reading age and Phonics improvement</p>
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Externally provided programmes

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

Programme	Provider
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Ruth Miskin - Phonics	Ruth Miskin
Accelerated Reader	Renaissance
Lexia	Lexia Learning Systems LLC
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 (PCSO)	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, Connect and Personalised Learning Centre (PLC) to support pastoral or personalised interventions</p>

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	Invested in CPD of staff to become Deputy Designated Safeguarding Leads and Mental Health First Aiders
What was the impact of that spending on service pupil premium eligible pupils?	Service pupil premium children are achieving well, with good attendance and no concerns have been raised over their safety or mental health

Further information (optional)

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