

Outwood Academy Kirkby Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Outwood Academy Kirkby
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Dec 2025 - Dec 2028
Date this statement was published	1st December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr A Scruby
Pupil premium lead	Mr G Swinscoe
Governor / Trustee lead	Mrs C Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,831
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	£286,831

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children, can be less support at home, weak literacy and numeracy skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To improve the attendance of disadvantaged pupils
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be exclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Support for personal development activities including a daily personal development and guidance curriculum session for all children with an appointed mentor
- Additional teaching and learning opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Additional learning support activities to address literacy and numeracy
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom
- Ensuring that all children are readers
- Increasing parental engagement

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment on entry particularly with regard to reading age, literacy and numeracy skills
2	Low levels of aspiration and personal development/ responsibility
3	Low levels of parental engagement with education impacting on attendance and attainment
4	Lack of access to extra-curricular and wider opportunities and experiences that raise aspirations and offer context to subjects
5	Mental Health and well-being issues

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading ages and literacy skills enable greater access to the curriculum and improved progress and attainment Focused support for students as they join in year 7 with lower than expected standards for reading.	A significantly higher proportion of students are meeting age related expectations for reading. Attainment gap of PP to non-PP students decreases
Increase student engagement and attitude to learning and decrease behavioural incidents that lead to sanctions including suspensions	Decrease in number of behaviour incidents and instances of internal and external suspension for PP students
Increase attendance and for pupil premium students. Greater parental support for attendance, supporting students in learning and attendance at additional sessions	Attendance gap of PP to non-PP students narrows. Increased parental engagement at parents evenings and academy events
Improved engagement and greater rates of	Attainment gap of PP to non-PP students

academic progress and attainment for pupil premium students.	decreases
Support SEMH of PP students	Reduce instances of poor SEMH of PP students and support through internal social and academic professionals and spaces other external agencies.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coordinator for reading and literacy intervention Implementation and embedding of the Fresh-start reading intervention programme	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the pupil premium to improve the teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium. Given the lower than average levels of literacy on entry the development of a whole school approach to reading and literacy that is used effectively in the classroom will improve outcomes and engagement. Reading comprehension strategies are shown to have a high impact in EEF research. The coordinator teacher will improve the quality of provision in the classroom and reading intervention programme impacting on outcomes for all students but particularly those who are most disadvantaged.	1
The creation of an additional support group for students to ensure they are school ready (Elevate group)	Whilst smaller teaching groups are shown to have limited impact in EEF research the decision to create an additional teaching group will allow students to consolidate their knowledge, skills and understanding. Smaller class sizes, particularly amongst lower attaining pupils allows for more focussed work on key skills. EEF +2	1, 2, 3, 4
High quality CPD in weekly L&P sessions focussed on classroom pedagogy	L&P sessions offer a clear focus on improving the quality of teaching in the classroom with four sessions that are subject focussed. The sessions have a clear focus on metacognition (EEF +7) and 1 developing the knowledge rich mastery curriculum and Collaborative Learning Structures (EEF +5). There is also an opportunity to use high quality Trust level support with the development of pedagogy. Implementation of Steplab will enable a systematic approach to leading whole school and personalised	1

	teaching and learning professional development.	
CPD and development of feedback to improve outcomes. Implementation of the Checking for understanding policy across the academy	The development of effective assessment has a high impact on student outcomes and performance. Additional CPD on how to develop this to best effect will benefit the outcomes for disadvantaged students.	1, 2
School Support Improvement Partners supporting Heads of Department and teachers with planning, delivery and intervention, providing structured support.	EEF Toolkit - Targeted academic support to improve progress and attainment.	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
English 1:1 Intervention / small group tuition	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This strategy will support students in a range of year groups with focussed work on areas of the curriculum where assessment has demonstrated that students are in need of development.	1,2
Whole group reading and literacy intervention In lessons and through the PD&G curriculum	Given the lower than average levels of literacy on entry the development of a whole school approach to literacy that is used effectively in the classroom will improve outcomes and engagement. Reading comprehension strategies are shown to have a high impact in EEF research.	1,2
Maths 1:1 Intervention / small group tuition	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining	1,2

	learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This strategy will support students in a range of year groups with focussed work on areas of the curriculum where assessment has demonstrated that students are in need of development.	
Science 1:1 Intervention / small group tuition	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This strategy will support students in a range of year groups with focussed work on areas of the curriculum where assessment has demonstrated that students are in need of development.	1,2
The delivery of a range of social and emotional support programmes e.g. PLC, Bridge	EEF +4 The programmes are aimed at increasing student confidence and engagement with education allowing them to better self-regulate and attain in the curriculum	2,5
Literacy support programmes e.g. Fresh start, Accelerated Reader, Rapid, reader phonics (provision of licences, TA time for delivery)	Given the lower than average levels of literacy on entry the development of a whole school approach to literacy that is used effectively in the classroom will improve outcomes and engagement. Reading comprehension strategies are shown to have a high impact in EEF research. This is a specialist teaching assistant intervention which also has a positive impact of 4 months according to EEF research	1
HLTA led small group interventions for Literacy and Numeracy	EEF Toolkit - Targeted academic support to improve progress and attainment.	2,5
Development of well being activities - focussed on physical, emotional and mental health needs of students with access to a range of activities e.g. mentoring, CASH Counselling	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.	2,4,5

Additional booster classes	EEF +3 The provision of GCSE Booster sessions after school and in holiday time will enable key target groups of students the opportunity to acquire knowledge to fill gaps and be better able to achieve at a level that will help them progress to their chosen destinations.	1,2
Revision materials provided to students to ensure they have equal opportunities to others	EEF Toolkit - Targeted academic support to improve progress and attainment.	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Lead Learning Manager	EEF Toolkit - Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.	1,2,3,4,5
Safeguarding Officer appointment as part of the Learning manager team	EEF Toolkit - Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.	1,2,3,4,5
Attendance Support Officer and Attendance School Improvement Support colleagues to increase parental engagement and liaise with families via first day calls, analyse data etc	EEF +3 Disadvantaged pupils have lower rates of attendance and higher rates of persistent absence than non-disadvantaged students. Therefore, in order to promote improved outcomes and engagement with education it is of paramount importance to increase the level of attendance of disadvantaged students to at least that of their peers.	2, 3
Careers support for all students with specific focus on disadvantaged groups to raise aspirations.	EEF Toolkit - Wider strategy used to support students.	2, 3 ,4
Support for uniform, equipment, revision guides, educational visits, transport etc	Whilst uniform has limited impact on attainment the lack of uniform alongside equipment increases social isolation and discourages attendance. Lack of adequate finance for school visits etc also reinforces the gap between disadvantaged students and their peers. Lack of funds for transport to school discourages attendance and so support	3, 4, 5

	for school transport is provided to those most in need.	
The development of Alternative curriculum and provision (Personal Development Centre & coordinator)	This targeted Alternative Provision ensures that there is a provision for students who are largely Pupil Premium but who are finding it a challenge to maintain their place in the main school. This ensures that students have access to a range of curriculum options and core subjects to enable them to follow appropriate progression routes.	1, 2, 4, 5

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

2025 Outcomes	All	Disadvantaged
Attainment	36.0	26.18
Basics 4+	47%	25%
English 4+	70%	53%
Maths 4+	51%	31%
Basics 5+	34%	22%
English 5+	52%	38%
Maths 5+	37%	25%

All student outcomes over a 4 year year tend

	All						Disadvantaged					
	E&M 5+		Attainment 8		Progress 8		E&M 5+		Attainment 8		Progress 8	
	OAKi	Nation	OAKi	Nation	OAKi	Nation	OAKi	Nation	OAKi	Nation	OAKi	Nation
2024-25	33.7%	45.2%	36.0	45.9	N/A	N/A	22.9%	25.6%	26.7	34.9	N/A	N/A
2023-24	36.1%	45.9%	35.5	45.9	-0.22	-0.03	23.1%	25.8%	28.1	34.6	-0.58	-0.57
2022-23	27.3%	45.3%	32.5	46.3	-0.79	-0.03	15.0%	25.2%	24.0	35.0	-1.12	-0.57
2021-22	15.6%		24.13		-1.76		10.8%		21.78		-1.84	

	All						
	E&M 4+	E4+	M4+	Bas 5+	E5+	M5+	EBacc APS
2024-25	47%	70%	51%	34%	51%	37%	3.1
2023-24	50%	69%	51%	36%	50%	39%	3.1
2022-23	42%	62%	43%	27%	43%	30%	2.9
2021-22	23%	46%	26%	16%	25%	20%	2.3

Attendance

	All					Disadvantaged				
	Attendance		PA		SA	Attendance		PA		SA
	OAKi	National	OAKi	National	OAKi	OAKi	National	OAKi	National	OAKi
2024-25	87.4%	92.3%	34.6%	21.1%	9.17%	82.3%	88.2%	47.9%	34.5%	14.2%
2023-24	83.0%	91.1%	43.3%	25.6%	14.8%	74.5%	86.0%	62.8%	42.5%	22.0%
2022-23	80.9%	91.0%	48.1%	26.5%		73.6%	86.0%	62.5%	43.8%	

2024 – 2025 Reading Intervention: Impact Statement

Our strategic focus in 2024 -2025 was on accelerating the reading development of key cohorts, particularly students with poor phonics knowledge. Throughout the year we developed a list of interventions such as: Fresh Start, Reading for fluency, Reading for intervention, TA reading, Rapid Reader and Peer reading.

Interventions delivered this year resulted in significant acceleration of reading age (RA) growth across the whole school population:

Year Group	% Gaining 1+ Month RA	% Gaining 1+ Year RA	% Gaining 2+ Years RA
Year 7	66%	28%	10%
Year 8	59%	32%	13%
Year 9	60%	35%	14%
Whole School	62%	31.7% (Average)	12.3% (Average)