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	549
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 - 2025
Date this statement was published	2nd December 2024
Date on which it will be reviewed	16th December 2025
Statement authorised by	M Golden
Pupil premium lead	A Hodgson
Governor / Trustee lead	T Grace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,043
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	£292,043

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.
- To allocate a 'Catch Up' tutor in English, Maths and Science - providing small group/ 1:1 work focussed on overcoming gaps in learning
- Support for personal development activities
- 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	Attainment gap of PP to non-PP students decreases
Student engagement increases	Decrease in number of behaviour points, internal and external exclusion for PP 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/events
Improved engagement and greater rates of progress.	Attainment gap of PP to non-PP students decreases

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
Recruitment of a leader for literacy development	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 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 lead teacher will improve the quality of provision in the classroom 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	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, 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.	
CPD and development of feedback to improve outcomes	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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
English 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	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	1, 2

	comprehension strategies are shown to have a high impact in EEF research.	
Maths 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
Science 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	EEF +4 The programmes are aimed at increasing student confidence and	2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
programmes e.g. PLC, Bridge	engagement with education allowing them to better self-regulate and attain in the curriculum	
Literacy support programmes e.g. Accelerated 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
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, Casy 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, at weekends 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.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Support Officer to increase parental engagement	EEF +3 Disadvantaged pupils have lower rates of attendance and higher rates	2, 3

and liaise with families via first day calls, analyse data etc	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.	
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 for school transport is provided to those most in need.	3, 4, 5
Music tuition offered at no cost to all students in receipt of Pupil Premium or who are disadvantaged	EEF +3 This offers students an opportunity to access wider opportunities that would not otherwise be available to them thus broadening their experience and the wider context of their understanding	2, 4, 5
The development of Alternative curriculum and provision	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: £292,043

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.

The data demonstrated that whilst the gap between PP and non-PP students remains it is narrowing particularly in English (Progress 8: PP was 0.23 and non PP was 0.41; English 4+ for PP was 58.2% and non PP was 67.7%, in Maths 4+ PP was 40.5% and non PP was 57.6%). This closing of the gap is in contrast to the national picture where the gap widened.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level though these comparisons are to be considered with caution given ongoing pandemic impacts and to results achieved by our non-disadvantaged pupils.

The data demonstrates that there was a 0.89 improvement in the overall Progress 8 for PP students. English 4+ for PP was an increase of 4.4% and Maths 4+ was an improvement of 12.3%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that along with students who face challenges economically and socially within our catchment area PP students faced significant challenges with attendance and mental health concerns.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the strategies to develop literacy and English were more successful and these are now being more closely replicated in Maths with intensive director support.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils