

# Pupil premium strategy statement – Outwood Academy Foxhills

This statement details our school's use of pupil premium (and recovery 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  | Outwood Academy Foxhills      |
| Proportion (%) of pupil premium eligible pupils   | 719                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2026                     |
| Date this statement was published   | 2 <sup>nd</sup> November 2023 |
| Date on which it will be reviewed   | November 2024                 |
| Statement authorised by   | Tracy Motson                  |
| Pupil premium lead  | Emma Ricketts                 |
| Governor / Trustee lead   | Stuart Marritt                |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £217,580 |
| Recovery premium funding allocation this academic year  | £34,032  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0       |
| <b>Total budget for this academic year</b><br><br><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>  | £251,612 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objective for our disadvantaged pupils is to enable them to have the best life chances.*

*The strategy we have put in place will support these students academically, emotionally and pastorally. By ensuring that the best quality teaching is received in the classroom, the best possible intervention is received outside the main classroom, the best possible support for students' wellbeing and by promoting positive behaviour management we believe we can drive their attainment and progress to provide the best life chances for them. Attendance is key to each support in place as unless a child is present we cannot intervene and support them.*

- The key principles for our strategy are to include our disadvantaged students in every aspect of school life and to remove any possible barrier to them achieving through teaching, attendance, intervention, SEMH support and behavioural support. The academy as a whole will work tirelessly to ensure that any barriers to learning are removed to allow each child the best opportunity to achieve.*

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | PP students in Y7 have entered the Academy with lower than expected standard literacy    |
| 2                       | PP students in Y7 have entered the Academy with lower than expected standard numeracy    |
| 3                       | PP students as a group have less than 95% attendance and higher than national average PA |
| 4                       | PP students achieve a lower attainment 8 score than none PP students                     |
| 5                       | PP students achieve a lower progress 8 score than none PP students                       |
| 6                       | PP students achieve a lower Basics 5+ than none PP students                              |
| 7                       | PP students achieve a lower Basics 4+ than none PP students                              |
| 8                       | Reduce exclusion for students who are PP   |
| 9                       | Support the SEMH needs of students who are PP  |

## 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  |
|--|---|
| Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard literacy   | Pupils eligible for PP In Year 7 make at least the same progress in English than those not in PP          |
| Increase literacy and numeracy skills for students in Y7 entering with lower than expected standard numeracy   | Pupils eligible for PP In Year 7 make at least the same progress in maths than those not in PP            |
| Increase attendance and for pupil premium students who as a cohort are below the 95% benchmark for attendance. This in turn will lower the persistent absence of PP students | Increase the attendance of all PP students in line with or above national average for PP students (95.3%) |
| Reduce PA for students who are PP  | Reduce the PA of students who are PP in line with or below national average for PP students (13%)         |
| Increase the attainment 8 of PP students   | Increase the average attainment 8 of PP students to reduce the gap between none PP students               |
| Increase the Progress 8 of PP students   | Increase the average progress 8 of PP students to reduce the gap between none PP students                 |
| Increase the Basics 4+ of PP students  | Increase the percentage of PP students achieving Basics at 5+ to reduce the gap between none PP students  |
| Increase the Basics 4+ of PP students  | Increase the percentage of PP students achieving Basics at 4+ to reduce the gap between none PP students  |
| Reduce exclusion for PP student  | Utilise external agencies to support PP students who receive exclusions                                   |
| Support SEMH of PP students  | Monitor the SEMH of PP students utilising the SEMH tracker, counsellor and other agencies                 |
|  |   |
|  |   |

## Use of Recovery Premium

We use the recover premium to provide additional staffing so we can deliver a broad suite of interventions that can be implemented across school to ensure children reach targeted support. This is aimed to enable the student to reach the academic standards they were progressing to pre-pandemic.

The support will involve either small group or 1 to 1 tuition or utilising the National Tutoring Programme and academic mentoring.

We also recognise that children and families need social and emotional support to enable them to return to school, the recover premium has also been used to strengthen this support.

## 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: £ 88,062

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD to be provided to staff to support them to provide quality first teaching to students   | EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving | 1, 2, 4, 5, 6, 7              |
| <i>Director support for planning, delivery and intervention providing structured support</i>  | EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving | 1, 2, 4, 5, 6, 7              |
| <i>Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement in attainment and progress for students</i> | EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving | 1, 2, 4, 5, 6, 7              |

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

Budgeted cost: £ 90,577

| Activity   | Evidence that supports this approach                                       | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Use small group work, 1:1 support and targeted intervention to support PP students in literacy</i>                                      | EEF Toolkit – Targeted academic support to improve progress and attainment | 1,2,4,5,6,7                   |
| <i>VMG group and additional Option core subject sessions providing structured intervention</i>   | EEF Toolkit – Targeted academic support to improve progress and attainment | 1,2,4,5,6,7                   |
| <i>TA support for students as a combination of 1:1 support in class and also small group support on interventions</i>                      | EEF Toolkit – Targeted academic support to improve progress and attainment | 1,2,4,5,6,7                   |
| <i>Online based programmes to support learners out of school interventions</i>   | EEF Toolkit – Targeted academic support to improve progress and attainment | 1,2,4,5,6,7                   |
| <i>Revision materials provided to students to ensure they have equal opportunities to others</i>   | EEF Toolkit – Targeted academic support to improve progress and attainment | 1,2,4,5,6,7                   |
| <i>SENCO and SEND Officer employed to allow Inclusion Officer and Inclusion Admin to focus on the support for other groups of students</i> | EEF Toolkit – Targeted academic support to improve progress and attainment | 1,2,3,4,5,6,7,8,9             |

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

Budgeted cost: £ 72,974

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| EWO monitors PP cohort along with other groups of students and supports parents and students to improve attendance and reduce PA                 | EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers              | 3                             |
| Rewards are implemented to support students in attending, some of which are family based rewards to include parental support                     | EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers              | 3                             |
| Enrichment clubs are in place to support and promote students social skills and wellbeing  | EEF Toolkit – Wider strategy used to support students wellbeing   | 9                             |
| <i>Attendance team run detentions separate to normal detentions which supports and promotes students to attend who might not normally attend</i> | EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers              | 3                             |
| <i>Deep Member appointed to lead on Wellbeing for students and staff in the Academy to raise awareness and highlight support available</i>       | EEF Toolkit – Wider strategy used to support students (and staff) wellbeing                                     | 9                             |
| Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing or SEMH                                   | EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers | 8,9                           |

|  |   |                   |
|--|---|-------------------|
| Learning Manager in place for each year group to support students from a non academic perspective and ensure their safety and wellbeing                      | EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers                   | 8,9               |
| Careers support for all students with specific focus on disadvantaged groups to raise aspirations  | EEF Toolkit – Wider strategy used to support students   | 9                 |
| Support PA students through providing wider experiences  | EEF Toolkit – Wider strategy used to support students wellbeing and SEMH  | 9                 |
| Uniform provision to all new starters at the academy to ensure that all students have the same basic requirements  | EEF Toolkit – Wider strategy to support students by removing non-academic barriers  | 9                 |
| <i>Inclusion Coordinator to be in position to monitor and track groups of students and ensure that barriers to learning are removed</i>                      | EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers                   | 1,2,3,4,5,6,7,8,9 |
| <i>Counselling services available to students should they be required</i>  | EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers                        | 9                 |
| <i>External intervention providers to support student behaviour, wellbeing and SEMH and reduce exclusions this is through With Me in Mind</i>                | EEF Toolkit – Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers                        | 8, 9              |
| <i>Off site intervention support</i>   | EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers | 3, 8, 9           |
| <i>Personal Wellbeing Officer in position to bridge the attendance gap between families, students and school. To gain trust by the community and support</i> | EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers | 3, 8, 9           |

|   |   |   |
|---|---|---|
| <i>families to enable students to attend</i>  |   |   |
| <i>Free breakfast – All students can get a free breakfast before school PP students receive a £1.08 free breakfast each day in order to ensure they are ready and focussed for learning</i> | EEF Toolkit – Wider strategy used to support students wellbeing by removing non-academic barriers | 9 |

**Total budgeted cost: £ 251,612**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Attainment 8 improved for PP against non-PP by 0.51 from 2018/19 to 2022/23*

*Progress 8 reduced for PP against non-PP by 0.22 from 2018/19 to 2022/23*

*Basics 5+ reduced for PP against non-PP by 5.7% from 2018/19 to 2022/23*

*Basics 4+ improved for PP against non-PP by 5.5% from 2018/19 to 2022/23*

*The gap in progress 8 of PP students against non-PP students across each year group where data has been available is Y10 -0.09, Y11 -11.65. .*

*Attendance was lower and PA higher than the Academy expectations hence the implementation of a pastoral wellbeing officer in order to Bridge the gap in attendance to school. This remains a significant focus for this academic year.*

*Exclusions - although lower than both national average rate and local authority rate for all students - remain higher for students who are PP. An increase in staffing in the Inclusion department means that an even greater laser like focus can be placed onto these students and support can be implemented effectively and its impact monitored.*

### 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.*

| <b>Programme</b>   | <b>Provider</b>  |
|--|------------------|
| Careers advice and guidance for all students with additional support implemented for PP and disadvantaged students | Progress Careers |
| Counselling  | Fortis           |
| Mental Wellbeing support   | With Me In Mind  |

## Further information (optional)

*All students including groups of students and individuals are monitored weekly for Year 7 to Year 11 through inclusion meeting. Year 11 have a laser like view of all students weekly in the RAG meeting, Y10 have a laser like RAG meeting twice per term*