

Outwood Academy Foxhills Pupil Premium Strategy Statement

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
Name of School	Outwood Academy Foxhills
Number of pupils in school	728
Proportion (%) of pupil premium eligible pupils	257 (35.55%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tracy Motson
Pupil premium lead	Shane Carter
Governor / Trustee lead	Allen Ransome

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,153
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£256,153

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.

At Outwood Academy Foxhills 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 the 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 ensure each child has the best opportunity to achieve.

Challenges

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

Challenge number	Detail of challenge
1	Improving Literacy: Literacy skills for PP students entering Year 7 are lower for students who are eligible for PP than for other students. A significant number of pupils enter secondary school with standardised reading scores below 85, requiring targeted interventions to help them access age-appropriate texts. A comprehensive literacy programme is in place to support reading and comprehension.
2	Improving numeracy: PP students in Y7 have entered the Academy with lower than expected standard numeracy. A programme of intervention is in place to support students with a maths specialist TA.
3	Improving attendance and persistent absenteeism: PP students as a group have less than 95% attendance and higher than national average PA. Improve attendance with rigorous monitoring and reduce the % of PA students in this cohort.
4	Improving attainment and outcomes: PP students achieve a lower attainment 8 score than none PP students. PP students achieve a lower Basics 4+ and 5+ than none PP students
5	Reduce suspensions: Reduce the number of suspensions for students who are PP. Pupil Premium (PP) students are disproportionately represented in school suspension data, highlighting the need for targeted strategies to address underlying issues and reduce exclusion rates.

6	Improve SEMH: Support the SEMH needs of students who are PP. Social, Emotional, and Mental Health (SEMH) challenges can significantly impact the well-being, engagement, and academic outcomes of Pupil Premium (PP) students. Many PP students face additional barriers due to socio-economic factors, which may increase their vulnerability to SEMH concerns.

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
Improving literacy: Increase literacy skills for students entering with lower than expected standard literacy. Consequently improving outcomes in English GCSE in Year 11. Reading - students develop their ability to read across all areas of the curriculum to raise attainment.	Pupils eligible for PP In Year 7 and 8 make at least the same progress in English than those not in PP. Other students still make the expected progress. Evidenced by Praising Stars data, reading assessments, weekly literacy RAG, star tests, Accelerated Reader data, and end of year outcomes. Increase in reading ages predominantly across Year 7 and 8, narrowing the gap.
Improve numeracy: Increase numeracy skills for students in Y7 entering with lower than expected standard numeracy. Consequently improving outcomes in Maths GCSE in Year 11.	Pupils eligible for PP In Year 7 and 8 make at least the same progress in maths than those not in PP. Other students still make the expected progress. Evidenced by Praising Stars data, star testing and end of year outcomes.
Improve attendance and persistent absence: 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 Reduce the PA of students who are PP in line with or below national average for PP students
Improve outcomes: Increase the attainment 8 of PP students Increase the Basics 5+ and 4+ of PP students	Increase the average attainment 8 of PP students to reduce the gap between none PP students. Increase the percentage of PP students achieving Basics at 5+ and 4+ to reduce the gap between none PP students
Reduce suspensions for PP students	Appropriate and timely interventions, utilising external agencies to support PP students who receive exclusions. Reduction in suspensions for PP students.
Support SEMH of PP students	Monitor the SEMH of PP students utilising the SEMH tracker, counsellor and other external agencies

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85659.80

Activity	Evidence that supports this approach	Challenge numbers addressed
CPD to be provided to staff to support them to provide quality first teaching to students. Weekly teaching and Learning training.	Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving. Weekly CPD is focused on a variety of teaching and learning techniques and an opportunity to share best practice. There is a push to continue to use collaborative learning where appropriate which supports students achievement, critical thinking, social interaction and communication skills.	1, 2, 4, 5, 6
Director support for planning, delivery and intervention providing structured support.	A maths, English, science and humanities director is available at least half a day each week and often more in core subjects who will work with teachers and PP students to ensure the best possible outcomes. EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving. Weekly RAG and departmental meetings ensure teaching and learning and progress of students is monitored closely and effective and timely interventions are implemented,	1, 2, 4, 5, 6,
“Everyone, a reader” strategy. Literacy coordinator to ensure consistent approach across the academy	Weekly RAG literacy meetings to identify support required for students to achieve appropriate reading age.	1, 2, 4, 5, 6,

Consistent use of numeracy activities & teaching for understanding	Develop problem solving, mathematical thinking, resilience, independence and prepare for future life. Develop fluency and understanding to prepare students for GCSE and beyond.	1, 2, 4, 5, 6
Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement in attainment and progress for students	Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving. Subject reviews supported by Directors to ensure continuous improvement within departments.	1, 2, 4, 5, 6

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

Budgeted cost: £40723.70

Activity	Evidence that supports this approach	Challenge numbers addressed
Use small group work, 1:1 support and targeted intervention to support PP students in literacy (phonics, reading, spellings and handwriting)	Targeted academic support to improve progress and attainment. Students are identified for intervention through numerous testing methods including Ruth Miskin screening. One to one tutors and HTLAs provide targeted support for students. The academy uses a wide range of intervention methods including accelerated reader, Ruth Miskin & Lexia. Targeted handwriting sessions in the Bridge for identified students.	1, 2, 4, 5, 6, 7
VMG group and additional consolidation core subject sessions providing structured intervention	EEF Toolkit – Targeted academic support to improve progress and attainment.	1, 2, 4, 5, 6, 7
One to one or small group sessions for PP students in Maths, English and Science	One to one tutors are utilized for one to one or small group work outside the classroom. In addition we also offer after school intervention sessions and lunch time sessions at KS4 and at KS3 after school enrichment activities including science club.	1, 2, 4, 5, 6, 7
All staff provide quality enrichment and holiday intervention for their subject areas to promote rapid and sustained progress.	All staff value the importance of learning beyond the classroom. staff are encouraged to provide these opportunities for students.	1,2,3,4,5,6
TA support for students as a combination of 1:1 support in class and also small group support on interventions	EEF Toolkit – Targeted academic support to improve progress and attainment	1, 2, 4, 5, 6
Online based programmes to support learners out of school interventions	Targeted academic support to improve progress and attainment. Use of GCSE POD for Science and maths and Language Nut for MFL. Online resources created from every department and accessed via google classroom	1, 2, 4, 5, 6

Revision materials provided to students to ensure they have equal opportunities to others	Targeted academic support to improve progress and attainment.. Staff to provide high quality resources for students to access beyond the school day eg holiday packs and online learning programmes.	1, 2, 4, 5, 6
SENCO and part time SEND Officer employed to allow Inclusion Officer and Inclusion Admin to focus on the support for other groups of students	EEF Toolkit – Targeted academic support to improve progress and attainment. Personalised support for all EHCP & SEND students	1, 2, 3, 4, 5

Targeted wellbeing support

Budgeted cost: £164992.50

Activity	Evidence that supports this approach	Challenge numbers addressed
EWO and Regional Attendance Director 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. Interventions consist of home visits, SLT meetings, attendance contracts, daily reports. Learning Managers play a key role in having daily discussion with students alongside tutors. The whole academy attendance tracker is used to monitor the attendance of every child in the academy and to put in a range of graduated appropriate and timely interventions. Clear strategy to improve family engagement. Increase in community events to encourage interaction with the academy	3
Free breakfast providing a settled start to the day	Removing barriers to learning, improved attendance, better focus and motivation	3
Rewards are implemented to support students in attending, some of which are family based rewards to include parental support	Wider strategy used to support students attendance by removing non-academic barriers Weekly attendance prizes. Individual prizes including, “you have the power to fill the tower”. Termly rewards to motivate individual attendance including most improved.	3
Enrichment clubs are in place to support and promote students social skills and wellbeing	EEF Toolkit – Wider strategy used to support students wellbeing. Wellbeing Thursday club is extremely well attended.	6
Attendance team run detentions separate to normal detentions which supports and promotes students to attend who might not normally attend	EEF Toolkit – Wider strategy used to support students attendance by removing non-academic barriers	3

Deep Member appointed to lead on Wellbeing for students and staff in the Academy to raise awareness and highlight support available	EEF Toolkit – Wider strategy used to support students (and staff) wellbeing. During Mental health awareness week a variety of activities are available for students to select.	6
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	6

Learning Manager in place for each year group to support students from a non academic perspective and ensure their safety and wellbeing	Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	6
Deep Mental Health and well being role to support student wellbeing	Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers. Academy peer wellbeing ambassadors	6
Careers support for all students with specific focus on disadvantaged groups to raise aspirations	Wider strategy used to support students. All students in Year 11 receive a personalised careers appointment. All year 11 students receive a careers assembly every Friday to support aspirations. Careers visits across all years including visits in year 10 to John Leggott and North Lincs College	6
Support PA students through providing wider experiences	EEF Toolkit – Wider strategy used to support students wellbeing and SEMH	3, 6
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.	6
Inclusion Coordinator to be in position to monitor and track groups of students and ensure that barriers to learning are removed	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	1, 2, 3, 4, 5, 6
Counselling services available to students should they be required	Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers	6
External intervention providers to support student behaviour, wellbeing and SEMH and reduce exclusions this is through With Me in Mind	Wider strategy used to support students SEMH and wellbeing by removing non-academic barriers	6

Off site intervention support	Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers. We work closely with Hackberry as our main provider (OFSTED registered)	6
Wellbeing Officer in position to bridge the attendance gap between families, students and school. To gain trust by the community and support families to ensure students attend.	EEF Toolkit – Wider strategy used to support students behaviour, attendance, SEMH and wellbeing by removing non-academic barriers	7

Total budgeted cost: £291376.00

Part B: Review of outcomes from the previous academic year

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 attainment of Pupil Premium (PP) students remains a critical area of focus, as data consistently demonstrates that these students underperform compared to their non-PP peers. This gap underscores the need for effective, targeted interventions and strategic planning to address the specific barriers faced by PP students in realising their academic potential. The Progress of PP students however significantly improved from 2023 (2024, .0 vs 2023 -.34). This means that our PP student progress was in line with all students nationally. This is really pleasing but we still have work to do to continue to narrow the gap.

Suspensions for Pupil Premium students have continued to fall as we seek to work proactively with students. Pastoral care plays a vital role in addressing the social and emotional challenges that may impact learning, with mentoring programs and mental health support readily available to PP students. Families are given the opportunity to be actively engaged to create a cohesive home-school partnership that supports the holistic development of each child. We have seen a clear improvement in attendance for PP students.

All KS3 and some KS4 students have been extensively assessed in a variety of ways for both literacy and numeracy and support programmes have been put into place. Most notably the Academy has recently adopted the Ruth Miskin, Read, Write, Ink Programme and the impact is beginning to be seen. These programs are providing essential support to help PP students access the broader curriculum.

The academy remains focused on providing high-quality education and support, empowering all PP students to achieve their full potential and succeed in the next stages of their education and beyond.

Externally provided programmes

Programme	Provider
Careers advice and guidance for all students with additional support implemented for PP and disadvantaged students	Progress Careers
Counselling	Fortis Therapy
Mental Wellbeing support	With Me In Mind
Mental Health, Social and Emotional Wellbeing	CEASE
Mental Health, Social and Emotional Wellbeing	Hackberry

