

# 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 Valley
Number of pupils in school	1500
Proportion (%) of pupil premium eligible pupils	24.9 %
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	Reviewed 21st September 2023 ( in line with our 3 year plan)
Date on which it will be reviewed	September 2024
Statement authorised by	D Cavill – Principal
Pupil premium lead	J Perry – Vice Principal
Governor / Trustee lead	S Merrick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,733
Recovery premium funding allocation this academic year	£ 82,849
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£382,582</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our ultimate objective for our disadvantaged pupils is to enable them to have the best possible life chances so that they can leave us as successful young people in any chosen field, opening doors for future success. The strategy we have put in place will support these students academically, emotionally and pastorally.

We aim to ensure that the highest quality teaching is received in the classroom and the most appropriate interventions are implemented inside and outside the main classroom. We also aim to deliver high quality support for students' wellbeing. By promoting positive behaviour management we believe we can drive students' attainment and progress to provide the best life chances for them.

Consistently high attendance and engagement is key to any support that we may need to put in place; 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 all potential barriers to students achieving through quality first teaching, attendance, intervention, SEMH support and behavioural support.

A particular area of focus is improving the performance of disadvantaged students. Middle leaders analyse student outcomes after every Praising Stars cycle to identify students who are at risk of underachieving. Robust intervention strategies are put in place e.g. 1:1 tuition, after school enrichment for creative or academic purposes; subject specific tutor groups; Senior Leadership Team mentoring along with bespoke learning packages to consolidate understanding. Subject leaders along with Directors identify gaps in knowledge through robust question level analysis and small group withdrawal is then put in place without delay. Bespoke programmes of learning are organised during half term which are also personalised for students where needed and appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	PP students in Y7 have entered the Academy with lower than expected
2	PP students in Y7 have entered the Academy with lower than expected standards numeracy which prevents them from making good progress on entry. A programme of intervention is in place to support this cohort of students by a specialist TA.
3	Attendance rates for students who are PP are below the 95% benchmark, which reduces their number of school hours and as such impedes their progress. However, further work is still needed to improve this. Reduce PA % for those that are disadvantaged. Parental engagement in some cases presents a barrier, with community issues affecting attendance rates to the academy
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 suspension rates for students across the board but in particular for students who are designated PP.
9	Development of students' resilience and SEMH concerns. Both present barriers for some students.
	standard literacy which prevents them from making good progress on entry.

## 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	Liaise and collaborate with external agencies to support PP students who receive exclusions
Support SEMH of PP students	Reduce instances of poor SEMH of PP students and support through Talkzone counsellor, MHST, on site CAMHS Trainee practitioners and other 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)

Budgeted cost: £192,084

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	<p>EEF Toolkit – Targeted academic support to improve progress and attainment</p> <p>Weekly CPD programme created to equip all staff with a variety of skills and resources to deliver high quality teaching to all students. Staff have the opportunity to share best practice with colleagues to meet the needs of all students in their care. The success of this will be measured through the Performance Management process and outcomes of the students as a result of the teaching and learning taking place. Weekly CPD has focused on high quality questioning and different activities to check students' understanding in order to ensure that all students are making progress in lessons. There has been a huge push on the use of collaborative learning. Research has found that the use of collaborative learning develops student achievement, critical thinking, social interaction, communication and self confidence. These are skills we endeavour to instill in all students.</p> <p>Resources are shared weekly in the T&amp;L CPD sessions that support all students. Resources have included: question matrix, collaborative learning structures, retrieval activities and AFL activities.</p>	1 - 8
Director support for planning, delivery and intervention providing structured support	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
Staff specific bespoke CPD sessions to ensure sustained improvement in	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8

teaching leading to improvement in attainment and progress for students		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use small group work, 1:1 support and targeted intervention to support PP students in literacy	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
Tutor group and additional consolidation core subject sessions providing structured intervention	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
HLTA led small group interventions for Literacy and Numeracy and Science.	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
TA support for students as a combination of 1:1 support in class and also small group interventions	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
Online based programmes to support learners Accelerated Reader, <i>IDL</i> for Dyslexia and Dyscalculia support	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
Revision materials provided to students to ensure they have equal opportunities to others	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8
<i>YIPiYAP</i> tutors to support maths, English and Science progress	EEF Toolkit – Targeted academic support to improve progress and attainment	1 - 8

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

Budgeted cost: £107,998

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 -9
Retention Of Inclusion Officer 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 -9
Retention of Extra, non-teaching Safeguarding Officer	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	1 -9

Retention of extra attendance staff, Pastoral Support Officer, to bolster the team and support in removing barriers to attendance in the academy	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	1 -9
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Enrichment Clubs to support and promote students' social skills and well being	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	1 -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	1 -9
Learning Manager in place for each year group to support students from an academic perspective as well as to ensure their safety and wellbeing	EEF Toolkit – Wider strategy used to support students	1 -9

Careers support for all students with specific focus on disadvantaged groups to raise aspirations	EEF Toolkit – Wider strategy used to support students	1 - 8
Support PP students through peripatetic music tutors, providing wider experiences	EEF Toolkit – Wider strategy used to support students	1 - 8
Provide uniform to all new starters in the academy to ensure that all students have the same basic requirements	EEF Toolkit – Wider strategy used to support students	1- 9
Counselling services available to students should they be required <i>Talkzone</i>	EEF Toolkit – Wider strategy used to support students	1 - 9

**Total budgeted cost: £ 382,582**



## 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.

	Pupils eligible for PP 2023	Pupils not eligible for PP 2023 National average 2023
% Achieving 5+ in English & Maths	47.6%	TBC
% Achieving 4+ in English & Maths	59.5%	TBC
Average Progress 8 score	TBC	TBC
Average Attainment 8 Score	37.11%	TBC

The lasting impact of the pandemic has meant that attendance of all students has fallen, whereas the persistent absence for all students has risen.

Our tracking of data shows that progress of PP students remains a key focus, as many national experts believe that COVID-19 has had a disproportionate impact on low income families.

An increase in staffing in the inclusion department means that an even great focus can be placed on these students and support can be implemented effectively and its impact monitored.

## Externally provided programmes

Programme	Provider
Careers advice and guidance for all students with additional support for PP and disadvantaged students	Progress Careers

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Revision Books and materials for students. Items of replacement uniform.
What was the impact of that spending on service pupil premium eligible pupils?	Better academic outcomes for those students. Access to the extra curricular rewards trips.

## Further information (optional)

All groups of students, including PP students are monitored weekly for Year 11 and Y10. There is a 6 weekly cycle in place for full data analysis for all students and cohorts of groups, in all year groups.

