

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the academic year 2024 to 2025 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
School name	Outwood Academy Valley
Number of pupils in school	1500
Proportion (%) of pupil premium eligible pupils	24.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	Reviewed September 2024 (in line with our 3 year plan)
Date on which it will be reviewed	September 2027
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	£353,617
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>	£353,617

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 out 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.

The information on the following pages summarises what is in place to support our PP students during the academic years 2025-27. It is not an exhaustive list but gives a flavour of the provision available at Outwood Academy Valley.

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 standards of literacy which prevents them from making good progress on entry.
2	PP students in Y7 have entered the Academy with lower than expected standards of 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 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

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 standards of 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 standards of numeracy.	Pupils eligible for PP in Year 7 make at least the same progress in maths than those no 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 attainment 8 of PP students	Increase the average attainment 8 of PP students to reduce the gap between non-PP students.
Increase the Progress 8 of PP students	Increase the average Progress 8 of PP students to reduce the gap between non-PP students.
Increase the Basics 4+ of PP students	Increase the percentage of PP students achieving Basics 4+ to reduce the gap between non-PP students.
Increase the Basics 5+ of PP students	Increase the percentage of PP students achieving Basics 5+ to reduce the gap between non-PP students.
Reduce exclusion for PP students	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: £ 176,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to be provided to staff to support them to provide quality first teaching to students.</p>	<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.</p> <p>These are skills we endeavour to instill in all students.</p> <p>Resources are shared weekly in the T&L CPD sessions that support all students. Resources have included: question matrix, collaborative learning structures, retrieval activities and AFL activities.</p>	<p>1-8</p>
<p>Director support for planning, delivery and intervention providing structured support.</p>	<p>EEF Toolkit - Targeted academic support to improve progress and attainment.</p>	<p>1-8</p>

Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement and progress for students.	EEF Toolkit - Targeted academic support to improve progress and attainment.	1-8
---	---	-----

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

Budgeted cost: £ 82,205

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 subjects sessions providing structured intervention.	EEF Toolkit - Targeted academic support to improve progress and attainment	1-8
HLTA led small group interventions for Literacy, 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, IDL for Dyslexia and Dyscalculia support. EdClass	EEF Toolkit - Targeted academic support to improve progress 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
Internal one to one tutors to support maths,	EEF Toolkit - Targeted academic support to improve progress and attainment.	1-8

English and Science progress.		
Appointment and retention of specialist MISKIN tutor to support reading recovery	Literacy support programmes have a significant impact on students' ability to access the curriculum, which is strongly linked to their behaviour, engagement and motivation. Whole school reading programme has been developed across the Academy. Reading incentives and rewards	1-8

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

Budgeted cost: £ 94.604

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 attendance in the academy.	EEF Toolkit - Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers.	1-9
Enrichment Clubs to support and promote students' social skills and well being.	EEF Toolkit - Wider strategy used to support students.	1-9
Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing and 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
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. Extensive support and a range of strategies are available for students who are struggling with their mental health, allowing students to flourish and fully engage with the curriculum.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • improved engagement across the curriculum eg. attendance, lesson removals • Data from praising stars 	9
Counselling services available to students should they be required: Talkzone	EEF Toolkit - Wider strategy used to support students.	9

Total budgeted cost: £ £353,617

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

	Pupils eligible for PP 2024	All students 2024	National Average 2024
% Achieving 5+ in English & Maths	40.6%	56.7%	45.9%
% Achieving 4+ in English & Maths	62.5%	76.5%	65.1%
Average Progress 8 Score	-0.57	+0.05	-0.03
Average Attainment 8 Score	37.5	48.12	45.9

[DfE Guidance](#)

Externally provided programmes

Programme	Provider
Careers advice and guidance for all students with additional support for PP and disadvantaged students.	Progress Careers
Bounce Resilience Programme	Each Amazing Breath
Mental Health Support	MHST Notts

Service pupil premium funding (optional)

<i>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</i>
Revision books and materials for students. Items of replacement uniform. Support to access extra-curricular activities and targeted after school intervention to support study at KS4
The impact of that spending on service pupil premium eligible pupils
Better academic outcomes for those students. Access to the extra curricular reward trips.