Outwood Academy Valley 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 Valley
Number of pupils in school	1729
Proportion (%) of pupil premium eligible pupils in years 7-11	26.13 %
Academic year/years that our current pupil premium strategy plan covers *(3 year plans are recommended)*	Dec 2025 - Dec 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr D Cavill
Pupil premium lead	Mrs J Perry
Governor / Trustee lead	Mrs J Hercun

Funding overview

Pupil premium funding allocation this academic year	**£351,630**
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	**£351,630**

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.
- 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 meeting the 'Strong/ Ofsted standard thus ensuring that the quality of teaching experienced by all children is improved.
- Support for personal development activities including a daily personal development

and guidance curriculum session for all children with an appointed mentor.
● Additional teaching and learning opportunities.
● All our work through the pupil premium strategy 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 Focused support for students as they join in Year 7 with lower than expected standards for reading. Continued reading support and intervention for those students who join in year in Y8 & Y9	A significantly higher proportion of students are meeting age related expectations for reading. Attainment gap of PP to non-PP students decreases

Increase student engagement and attitude to learning and decrease behavioural incidents that lead to sanctions including suspensions	Decrease in number of behaviour incidents and instances of internal and external suspension for PP students
Increase attendance and for pupil premium 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 and academy events
Improved engagement and greater rates of academic progress and attainment for pupil premium students.	Attainment gap of PP to non-PP students decreases
Support SEMH of PP students	Reduce instances of poor SEMH of PP students and support through internal social and academic professionals and spaces other external 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coordinator for reading and literacy Intervention at Senior Leader level. Implementation and embedding of the Fresh-start reading intervention programme	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 number of pupils with lower than average levels of literacy on entry the development of a whole school approach to reading and 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 coordinator teacher will improve the quality of provision in the classroom and reading intervention programme impacting on outcomes for all students but particularly those who are most disadvantaged.	1
High quality CPD in weekly L&P sessions focussed on classroom pedagogy, CPD and the development of feedback to improve outcomes,	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.	1
Implementation of the Checking for Understanding Policy across the academy	Implementation of Steplab will enable a systematic approach to leading whole school and personalised Teaching and Learning Professional Development. 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

School Support Improvement Partners supporting Heads of Department and teachers with planning, delivery and intervention, providing structured support.	EEF Toolkit - Targeted academic support to improve progress and attainment.	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 1:1 Intervention / small group tuition Whole group reading and literacy intervention In lessons and through the PD&G curriculum	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. Given the number of students with 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.	1, 2
Maths 1:1 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 1:1 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 programmes e.g. PLC, Bridge	EEF +4 The programmes are aimed at increasing student confidence and engagement with education allowing them to better self-regulate and attain in the curriculum	2,5
Literacy support programmes e.g. Fresh Start, Accelerated Reader, Rapid reader phonics ICDL (provision of licences, HLTA & ATTntime for delivery)	Given the number of students with 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
HLTA led small group interventions for Literacy and Numeracy	EEF Toolkit - Targeted academic support to improve progress and attainment.	2,5
Development of well being activities - focussed on physical, emotional and mental health needs of students with access to a	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

range of activities e.g. mentoring		
Revision materials provided to students to ensure they have equal opportunities to others	EEF Toolkit - Targeted academic support to improve progress and attainment.	1, 2
Additional booster classes	EEF +3 The provision of GCSE Booster sessions after school 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.	1, 2

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

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.	1,2,3,4,5
Attendance Support Officer and Attendance School Improvement Support colleagues to increase parental engagement and liaise with families via first day calls, home	EEF +3 Disadvantaged pupils have lower rates of attendance and higher rates 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.	2, 3

visits, analyse data etc		
Careers support for all students with specific focus on disadvantaged groups to raise aspirations.	EEF Toolkit - Wider strategy used to support students.	2, 3 ,4
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.	3, 4, 5
The development of Alternative Curriculum and Provision (Personal Development Centre & coordinator)	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, 3, 4

Total budgeted cost: £ £351,630

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.

2025 Outcomes	All	Disadvantaged
Attainment 8	50.36	38.84
Basics 4+	80.4%	56.8%
English 4+	89.3%	72.7%
Maths 4+	82.8%	61.4%
Basics 5+	58.8%	34.1%
English 5+	84.9%	65.9%
Maths 5+	59.5%	34.1%

All student outcomes over a 4 year year tend

	All						Disadvantaged					
	E&M 5+		Attainment 8		Progress 8		E&M 5+		Attainment 8		Progress 8	
	OAV	Nation	OAV	Nation	OAV	Nation	OAV	Nation	OAV	Nation	OAV	Nation
2024-25	58.8%	45.2%	50.36	45.9	N/A	N/A	34.1%	25.6%	38.84	34.9	N/A	N/A
2023-24	56.7%	45.9%	48.12	45.9	+0.05	-0.03	40.6%	25.8%	37.52	34.6	-0.57	-0.57
2022-23	60.1%	45.3%	48.63	46.3	+0.35	-0.03	46.2%	25.2%	36.94	35.0	-0.16	-0.57
2021-22	64.8%		53.16		+0.24		29.8%		37.93		-0.77	

Attendance

	All					Disadvantaged				
	Attendance		PA		SA	Attendance		PA		SA
	OAV	National	OAV	National	OAV	OAV	National	OAV	National	OAV
2024-25	91.5 %	92.3 %	19.8 %	21.1 %	4.81 %	83.79 %	88.2 %	41.9 %	34.5 %	13.62 %
2023-24	91.4 %	91.1 %	20.39 %	25.6 %		84.35 %	86.0 %	42.6 %	42.5 %	
2022-23	90.8 %	91.0 %	22.13 %	26.5 %		84.22 %	86.0 %	41.6 %	43.8%	