

Outwood Academy City

Pupil Premium Strategy Statement

2026/27 to 2028/29

This statement details our school's use of pupil premium (and any recovery premium funding carried forward) to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding across this three year cycle, and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Outwood Academy City
Number of pupils in school	1,109
Proportion (%) of pupil premium eligible pupils	49.2%
Academic years that our current pupil premium strategy plan covers	2026/27 to 2028/29 (3 year plan)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	E. Brown, Principal
Pupil premium lead	C. Allen
Governor / Trustee lead	J. Smythe

Funding overview

Detail	26/27
Pupil premium funding allocation this academic year	£576,922
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£576,922

Figures above will be updated once the 2026/27 allocation is confirmed; the activity and spending plan later in this statement has been structured so that individual budget lines can be inserted once known.

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objective

At Outwood Academy City, our vision is clear: we put students first, raise standards, and transform lives. We are committed to ensuring that every pupil, regardless of their background or the challenges they may face, makes strong progress and achieves high attainment across the curriculum, including EBacc subjects. Our goal is to provide each student with the qualifications and skills needed to confidently move on to the next stage of learning, training, or employment.

As Sir Kevan Collins, former CEO of the EEF, says: “Literacy is fundamental for success in school and beyond. Young people who leave school without good literacy skills are held back at every stage of their lives.” At Outwood Academy City, we believe that strong literacy is the foundation for lifelong success. That is why our expectation is for all students, irrespective of their background, to become confident and proficient readers.

For 2026/27 onwards, this ambition sits alongside a renewed focus on the classroom experience of every disadvantaged pupil: a consistent, universally inclusive approach to teaching, underpinned by our T&L 12 pedagogy, by emotion coaching and executive functioning support, so that quality first teaching does the heavy lifting for our pupil premium students, supplemented rather than replaced by targeted intervention. We have 3 main areas of focus to support our delivery as part of the Universal Inclusive Classroom: environment, resourcing and staff approach/ strategy.

Overarching strategy

Throughout the duration of this strategy plan, we will address the key challenges that may prevent our disadvantaged students from reaching their full potential. These challenges include:

- Attendance and persistent absenteeism
- Attitudes to learning, behaviour, and exclusions
- Expectations and aspirations
- Wellbeing, mental health, and safeguarding
- Access to technology and learning resources
- Reading comprehension and vocabulary
- Executive functioning and self-regulation

Our approach is dynamic and responsive, addressing both common obstacles and the unique needs of individual students. To ensure success, our strategy focuses on:

- Quality first teaching, driven by our Universal Inclusive Classroom approach and the consistency of our T&L 12 pedagogy, which benefit all students;
- In-depth awareness of students' needs, including their reading ages, executive functioning needs and other contextual data;
- Targeted support and intervention for students receiving pupil premium funding, with careful tracking of progress;
- Holistic care, recognising the importance of addressing both the academic and social-emotional wellbeing of each child, including through emotion coaching and our attendance wellbeing calls;
- Reading as the golden thread running through our curriculum from Year 7, with every teacher a teacher of reading, weekly monitoring of reading ages, and targeted support such

as the Ruth Miskin Fresh Start programme and Lexia for pupils not yet reading at their chronological age, including supportive tracking through use of the Renaissance Accelerated Reader Programme;

- Alignment with our school development plan and our Trust's OGAT wide priorities, ensuring that our intended outcomes are at the core of our school improvement journey. This includes supporting staff with strategic feedback to support in development and implementation of our OGAT 12 techniques and maintaining focus on rehearsal of these so that staff are confident in their delivery of the techniques and that there is a strong understanding of the pedagogy aimed to improve teaching and learning in the classroom. Staff are provided with training and support to ensure that disadvantaged students and those with additional needs are given timely feedback and intervention within the classroom.

The activities outlined in this strategy are designed to support the needs of all pupils, whether disadvantaged or not, ensuring equity and opportunity for everyone.

Key principles

Our pupil premium strategy follows a tiered approach, balancing investment across three areas: improving teaching, providing targeted academic support, and implementing wider strategies. As a result of our approach, every pupil at Outwood Academy City will:

- Read and write fluently, regardless of their socio-economic background
- Access the right pathway for their individual needs to succeed in and beyond secondary education
- Maintain strong attendance, understanding its importance for success
- Receive timely, effective support from well-trained staff
- Benefit from targeted interventions, whether academic or pastoral, that lead to meaningful, successful outcomes

Through our commitment to these principles, we aim to close the gap and ensure that all our students thrive, both in school and beyond. The information on the following pages summarises what is in place to support our pupil premium students across the 2026 to 2029 academic years. It is not an exhaustive list but gives a flavour of the provision available at Outwood Academy City.

Challenges

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

Challenge	Detail of challenge
1	Attendance: Pupil premium students continue to have lower attendance rates than their peers, with a higher incidence of persistent absenteeism. Prioritising pupil premium families for our wellbeing calls, and following up every absence with an end of day call, are intended to keep on top of concerns before they become entrenched non-attendance.
2	Attitudes to learning, behaviour, and exclusions: disadvantaged students are more likely to face suspensions or receive behavioural sanctions, often linked to underdeveloped executive functioning and self-regulation skills rather than a lack of will to succeed. Our curriculum mapped Reflection Classroom with bespoke support and feedback and, where a suspension would otherwise be used, Off-Site Direction (OSD) are designed to reduce lost learning time from this challenge.
3	Expectations and aspirations: disadvantaged students often have lower expectations of themselves and diminished aspirations for the future, influenced by limited role models and lower confidence in their abilities. We provide an aligned Personal Development and Growth (PD&G) curriculum to underpin a strong sense of self-confidence and opportunities to work within a class who meet regularly, tracking progress academically through Praising Stars reviews. This is also supported through our assembly programme which complements the PD&G curriculum.
4	Wellbeing, mental health, and safeguarding: pupil premium students are more vulnerable to mental health challenges and safeguarding concerns. The Dog Mentor Programme, the Welcome Hub, and our wellbeing calls provide additional routes to identify and respond to concerns early.
5	Access to technology and learning resources: disadvantaged students often face barriers in accessing essential learning resources, including technology.
6	Reading comprehension and vocabulary: Pupil premium students typically begin with lower levels of literacy compared to their peers, and every teacher is a teacher of reading. Reading ages are tested regularly in KS3 and reviewed weekly in a reading meeting, with support such as the Ruth Miskin Fresh Start phonics programme, the Lexia programme, small group reading, and Guided Ruler Reading, as well as paired talk and echo/ choral response within T&L 12 used consistently across the curriculum to build fluency and vocabulary.
7	Executive functioning and self-regulation: a significant proportion of our disadvantaged pupils, including those with overlapping SEND needs, find it harder to plan, organise and start tasks independently. This is now a dedicated focus of staff CPD and of the Universal Inclusive Classroom approach. We offer Parent/ Carer workshops to explore how we can utilise strategies and understand the science of Executive Functioning in the classroom to bridge the gap between support in the Academy and at home.

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
Achieve exceptional attainment and progress scores among disadvantaged pupils across the curriculum at the end of KS4	The cohort performance of disadvantaged pupils at each prior attainment band meets or exceeds that of their national counterparts with similar starting points, reflecting the effectiveness of targeted intervention and high quality, universally inclusive teaching.
Achieve and sustain excellent attendance for all pupils, particularly disadvantaged pupils	A sustained year on year improvement in attendance, with the gap between disadvantaged and non-disadvantaged pupils significantly narrowed. Wellbeing calls and prioritised contact for pupil premium families support early identification of concerns.
Pupils demonstrate improved emotional regulation and readiness to learn	A reduction in incidents linked to emotional dysregulation and an increase in staff and pupil confidence in using a shared, consistent approach to naming and managing emotions, evidenced through behaviour data and pupil and staff voice.
Pupils demonstrate improved executive functioning and self-regulation skills	Pupils, particularly those with overlapping SEND needs, show improved organisation, task initiation and independence, evidenced through reduced sanctions linked to unmet organisational needs and improved homework and coursework completion rates.
Sustain high quality wellbeing for all pupils, including disadvantaged pupils	Consistently positive feedback from pupils and parents gathered through surveys and forums, and increased participation of disadvantaged pupils in extracurricular and enrichment activities. We also place an emphasis on shared praise with parents/ carers through oCloud's Praising Stars/ Classroom Champion logs.
Continue to improve reading comprehension among disadvantaged pupils across KS3 and KS4	Improved literacy rates for disadvantaged pupils, with the proportion of pupils reading below their chronological reading age decreasing each academic year, tracked through weekly reading age monitoring and supported by Fresh Start, Lexia, Accelerated Reader, Outwood Reads, and consistent use of Guided Ruler Reading and choral response across the curriculum.
Pupils demonstrate positive attitudes towards learning	Increased Classroom Champions and reduced negative behaviour points for disadvantaged pupils, a reduction in fixed term exclusions, and greater use of alternatives to suspension such as the Reflection Classroom and Off-Site Direction (OSD).
Pupils demonstrate higher expectations and aspirations for themselves and their futures	A reduction in the number of disadvantaged pupils not in education, employment or training (NEET) post 16, and increased participation in careers guidance and work experience.
All pupils have access to the necessary technology and resources for effective home learning	Feedback from pupils and parents confirms reliable access to a suitable device and internet connectivity, with improved home learning submission rates and additional resources provided where digital access is limited.

Activity in this academic year

This details how we intend to spend our pupil premium (and any recovery premium) funding across the 2026 to 2029 strategy to address the challenges listed above. Budgeted costs are to be confirmed once the 2026/27 allocation is received; the categories and activities below carry forward from our previous strategy and add the new provision described earlier in this statement.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: to be confirmed

All activities have been considered in line with the EEF toolkit to select activities that have maximum impact for our students based on research.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal Inclusive Classroom and T&L 12 CPD for all staff	Quality first teaching, made consistent through T&L 12 and inclusive by design, is proven to accelerate progress for disadvantaged pupils while benefiting all students. EEF: Metacognition and self-regulation (+7 months secondary); EEF: SEND in Mainstream Schools	1, 2, 3, 6, 7
Emotion coaching and executive functioning staff training, including parent/carer workshops	EEF: Social and emotional learning (+4 months); EEF: Improving Behaviour in Schools	2, 3, 4, 7
Personal Development and Growth (PDG): daily 30 minute programme covering RSHE and character education, careers and financial literacy (Outwood Futures, delivered with Progress Careers against the Gatsby Benchmarks), reading (Outwood Reads), assemblies, Votes for Schools, and KS4 academic mentoring	EEF: Social and emotional learning (+4 months); structured personal development provision is associated with improved engagement, attendance and behaviour. See our Careers Advice page for the full careers programme.	2, 3, 4, 7
Seneca, LanguageNut, Times Tables Rock Stars and Google Classroom	Homework and extended learning packages can add up to +4 months' progress and improve engagement from students and families.	2, 3
Access to 1:1 and small group work in English, Maths and Science	Small group and one to one academic support is associated with an average of +4 months' progress.	2
Subject Director support and guidance	Trust level subject director support through SSIPs has been shown to improve standards, prediction of attainment, and coordination of intervention across OGAT academies.	2, 3

Weekly RAG meetings	Identifying students of concern weekly supports a whole school approach to planning intervention and celebrating achievement.	1, 2, 3, 6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: to be confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work: phonics, spelling, handwriting and fundamental numeracy in KS3	The EEF Toolkit identifies small group work as an appropriate tool to accelerate progress by an average of +4 months.	1, 2, 6
Reading strategy: weekly reading age monitoring in a reading meeting, Ruth Miskin Fresh Start phonics for the newest readers, the Lexia programme for word recognition, vocabulary and comprehension, and Accelerated Reader and Outwood Reads for reading for pleasure	EEF: Reading comprehension strategies (+7 months); EEF: Phonics (+5 months). See our full Curriculum Overview .	6
1:1 tutoring for pupil premium students	One to one tuition can accelerate student performance by an average of +5 months.	2, 3
Specialist teaching assistant led literacy, numeracy and SEMH interventions	1:1 TA intervention is associated with up to +4 months' progress.	6
After school enrichment and summer school	Additional subject specialist tuition outside the school day can accelerate progress by up to +5 months.	3
IAG mentor meetings and PDG academic mentoring (KS4) to secure full EBacc access	Mentoring is associated with an average impact of +5 months on student progress.	3
Dog Mentor Programme (Bruce and Maisie) for vulnerable and SEND overlapping pupils	Introduced directly in response to pupil and parent voice as part of our SEND and Deep Support advocacy offer.	3, 4, 7

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

Budgeted cost: to be confirmed

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing calls: pupil premium students are contacted first on the daily attendance call list, and every absent pupil, PP or not, receives a further end of day call home, even where a member of staff has already spoken with the family that morning, to check in on how they are feeling by the end of the day	EEF: Working with Parents identifies proactive, personal family communication as one of the most effective ways schools can support attendance and engagement, particularly for disadvantaged families.	1, 3, 4
PA (persistent absence) students: individualised support packages with wrap around care to ensure the right services are engaged	Engaging parents in this way is associated with an average of +4 months' progress.	1, 3, 4
Learning Managers trained to monitor attendance and follow up quickly on trancies, with a first day response provision	The NFER identifies addressing attendance as a critical first step in improving attainment for disadvantaged pupils.	1, 2, 3, 4
Phoenix Hub: internal alternative provision for pupils with the most complex needs, keeping them on site with curriculum access and a route to reintegration rather than in external alternative provision	Personalised plans and reasonable adjustments for pupils who cannot yet access all of their learning in mainstream lessons.	1, 2, 3, 4
Reflection Classroom: work set for a behaviour sanction is mapped to that week's whole school curriculum, so pupils continue to access and consolidate the same content as their peers rather than falling behind	Reduces the academic cost of a sanction, which disproportionately affects pupil premium pupils.	2
Off-Site Direction (OSD): where a suspension would otherwise be used, pupils may instead be directed to a short reflective placement at a partner academy, keeping them in education rather than at home	EEF: Improving Behaviour in Schools highlights the value of keeping pupils in a supervised educational setting wherever safe to do so.	2, 4
SEMH support: qualified counsellor, CBT and wellbeing packages	Wellbeing support is associated with an average impact of +5 months, per EEF and Youth Endowment Fund evidence on CBT interventions.	1, 4

Bridge, Learning Resource Centre and Personalised Learning Centre support	Personalised plans, reasonable adjustments and bespoke learning packages for pupils who cannot yet access all mainstream learning.	1, 2, 3, 4
Out There: Trust wide community action programme in which pupils design and lead their own volunteering projects tackling local issues, building character, confidence and aspiration outside the classroom	Enrichment and community involvement is linked to improved self-esteem, aspiration and a stronger sense of belonging, particularly for disadvantaged pupils. See outwood.com/out-there .	3, 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes, 2025/26

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Measure	Pupils eligible for PP 2025/26	Pupils not eligible for PP 2025/26
% achieving 5+ English & Maths	27.3%	56.0%
% achieving 4+ English & Maths	43.4%	71.6%
Attainment 8 score average	34.12	48.52

The gap between pupil premium and non pupil premium students remains significant across attainment measures, and this continues to be the central focus of our 2026 to 2029 strategy.