

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 City
Number of pupils in school	1196
Proportion (%) of pupil premium eligible pupils	41.81%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023/26
Date this statement was published	30/09/2024
Date on which it will be reviewed	September 2025
Statement authorised by	E Rosaman
Pupil premium lead	C.Allen
Governor / Trustee lead	J. Smythe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£541, 078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£541, 078

# 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’s why our expectation is for all students, irrespective of their background, to become confident and proficient readers. This essential skill empowers them to learn effectively, broaden their horizons, and grow into curious, engaged citizens who can contribute meaningfully to the world.

Our approach is designed to work in harmony, helping students excel in every area of their lives. While academic achievement is central to what we do, we recognise that education is about more than just exams. We aim to develop students as whole individuals—building the skills and attributes that will enable them to become positive agents of change in their own lives and the lives of others. Through a rich array of extracurricular activities, community engagement, and pastoral care, we nurture confident, capable adults who are ready to make a positive difference in society.

Our Pupil Premium strategy is an integral part of this vision. We are committed to ensuring that no pupil misses out on opportunities due to their background or disadvantage. Every child deserves the chance to achieve their full potential, and we are determined to make that a reality for all.

### 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

- Well-being, mental health, and safeguarding
- Access to technology and learning resources
- Reading comprehension and vocabulary

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 a consistent pedagogy and the use of Five Pillars of Learning that benefit all students;
- **In-depth awareness** of pupils' needs, including their reading ages 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 well-being of each child;
- **Alignment with our school development plan**, ensuring that our intended outcomes are at the core of our school improvement journey.

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 PP students during the academic years 2024-25 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 number	Detail of challenge
1	<p><b>Attendance:</b> Pupil Premium students tend to have lower attendance rates compared to their peers, with a higher incidence of persistent absenteeism. This can significantly impact their academic progress and overall engagement with school life, creating gaps in learning and connection to the school community.</p> <p>Attendance during 18/19 was 92.2% with 21.44% persistently absent and disadvantage attendance was <b>**</b>. However since COVID 19, in line with a national decline, there has been a significant drop in attendance with school attendance in 2023-24 being 87.61% and disadvantaged at 81.24% for the academic year 2022/23. In turn this has led to a significant increase in persistent absenteeism with 30.32% of pupils being PA(whole school) These absences are not just due to COVID but entrenched non attendance due to COVID 19 and the limited resources to systematically tackle issues.</p> <p>Attendance trends at Outwood Academy City evidence the impact of our strategies with an improving picture for all students and our most disadvantaged students. However, there is work to do and this is a key priority in the academy strategy for Pupil Premium expenditure.</p>
2	<p><b>Attitudes to Learning, Behaviour, and Exclusions:</b> Disadvantaged students are more likely to face suspensions or receive behavioural sanctions, often due to underdeveloped learning habits and a lack of structured support at home. These challenges can lead to disengagement and a cycle of negative behaviour, further distancing them from academic success.</p>
3	<p><b>Expectations and Aspirations:</b> Disadvantaged students often have lower expectations of themselves and diminished aspirations for the future. This may be influenced by limited role models, a lack of exposure to varied career pathways, or lower confidence in their abilities. Without intervention, these attitudes can restrict their ambitions and potential.</p>

	Entrenched deprivation within the local area has led to low aspirations for many pupils as they do not have those positive role models within their community.
4	<b>Wellbeing, Mental Health, and Safeguarding:</b> Pupil Premium students are more vulnerable to mental health challenges and safeguarding concerns. Factors such as economic hardship, family instability, and exposure to adverse childhood experiences can exacerbate feelings of anxiety, stress, and insecurity, affecting their ability to thrive in school.
5	<b>Access to Technology and Learning Resources:</b> Disadvantaged students often face barriers in accessing essential learning resources, including technology. This digital divide became especially apparent during the pandemic, with many pupils struggling to participate fully in remote learning due to lack of devices or internet connectivity, impacting their academic progress.
6	<b>Reading Comprehension and Vocabulary:</b> Pupil Premium students typically begin with lower levels of literacy compared to their peers, a gap that has widened due to the pandemic. Limited access to books, language-rich environments, and support with reading at home further hinders their ability to develop strong comprehension and vocabulary skills, which are critical for success across the curriculum.  Literacy, and in particular reading fluency, has always been a focus within the school with many pupils starting secondary school with a standardised score below 85. Pupils who are not fluent in reading and require support to access texts normally suitable for their age and a large cohort complete the fresh start programme. The academy gathers students' reading ages and implements interventions to close gaps linked to phonics.

## 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	By 2026, the KS4 outcomes will demonstrate that: <ul style="list-style-type: none"> <li>The cohort performance of disadvantaged pupils with low prior attainment at the academy meets or exceeds the performance of their national counterparts with similar starting points.</li> </ul>

	<ul style="list-style-type: none"> <li>● The cohort performance of disadvantaged pupils with middle prior attainment at the academy meets or exceeds that of middle prior attainment students nationally.</li> <li>● The cohort performance of disadvantaged pupils with high prior attainment at the academy matches or surpasses that of high prior attainment students nationally.</li> </ul> <p>These outcomes will reflect the effectiveness of targeted interventions and high-quality teaching, ensuring no disadvantaged pupil is left behind.</p>
<p>Achieve and sustain excellent attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained improvement in attendance rates, showing a year-on-year increase until 2026, when:</p> <ul style="list-style-type: none"> <li>● The overall absence rate for all pupils, including those from disadvantaged backgrounds, is no higher than 4%.</li> <li>● The attendance gap between disadvantaged and non-disadvantaged students is significantly narrowed, with targeted interventions in place to support pupils with persistent absenteeism.</li> </ul> <p>We recognize this as an ambitious target, particularly as we continue to recover from the pandemic, but are committed to ensuring that every pupil attends school regularly and benefits from full access to learning.</p>
<p>Sustain high-quality wellbeing for all pupils, including disadvantaged pupils.</p>	<p>We aim to foster a positive, supportive environment that prioritises student wellbeing, measured by:</p> <ul style="list-style-type: none"> <li>● Consistently positive feedback from pupils and parents, gathered through surveys, meetings, and parental engagement forums.</li> <li>● Qualitative feedback from subject reviews and student questionnaires, indicating that students feel supported and valued.</li> <li>● An increase in the participation of disadvantaged students in extracurricular and enrichment activities, ensuring that they are fully engaged in the wider life of the school and benefit from holistic personal development opportunities.</li> </ul> <p>Our commitment to wellbeing includes addressing mental health, safeguarding, and pastoral needs, creating a safe space where every pupil can thrive academically and personally.</p>

<p>Continue to improve reading comprehension among disadvantaged pupils across KS3 and KS4</p>	<p>Improved literacy rates for disadvantaged pupils, with the proportion of students whose reading age is below their chronological age decreasing each academic year. By 2026:</p> <ul style="list-style-type: none"> <li>• All Year 10 and Year 11 students will be reading at, or above, their chronological reading age.</li> <li>• Targeted literacy interventions, such as phonics, guided reading, and vocabulary enrichment programs, will show measurable progress in reading comprehension and fluency.</li> </ul> <p>This focus on literacy will empower disadvantaged students with the reading skills necessary to access the wider curriculum and improve overall attainment.</p>
<p>Pupils demonstrate positive attitudes towards learning</p>	<p>A significant improvement in students' attitudes toward learning, reflected by:</p> <ul style="list-style-type: none"> <li>• Increased praise points and reduced negative behaviour points for disadvantaged pupils, showing greater engagement and commitment to their education. Reduced exclusions and behaviour incidents for all pupil groups, as evidenced by internal data and external quality assurance processes.</li> <li>• A reduction in fixed-term exclusions (FTEs) among disadvantaged pupils, signalling the success of behavioural interventions and the impact of a positive school culture that promotes responsibility and self-regulation.</li> </ul> <p>By promoting a growth mindset and nurturing a supportive learning environment, we aim to foster resilience and motivation in all our pupils.</p>
<p>Pupils demonstrate higher expectations and aspirations for themselves and their futures.</p>	<ul style="list-style-type: none"> <li>• A reduction in the number of disadvantaged pupils not in education, employment, or training (NEET) post-16, demonstrating higher aspirations and a clear pathway toward future success.</li> <li>• Increased participation in careers guidance and work experience opportunities for disadvantaged students, preparing them for a wide range of post-16 options.</li> </ul> <p>Through aspirational guidance and tailored support, we aim to inspire disadvantaged pupils to pursue ambitious futures and realise their full potential.</p>

All pupils have access to the necessary technology and resources for effective home learning.

- Feedback from pupils and parents confirms that all students, including those from disadvantaged backgrounds, have access to a suitable device and reliable internet connectivity to complete home learning.
- Data shows improved engagement with home learning tasks, evidenced by higher submission rates and fewer incidents of incomplete work.
- Disadvantaged pupils are fully supported with additional resources, such as printed materials or learning aids, where digital access is limited. This ensures equity in access to education, whether learning takes place in the classroom or at home, and eliminates barriers to success for disadvantaged students



## 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: £ 280, 000 (provisional)

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>

- VMG Maths £3,555
- VMG English £2,369
- VMG Science £3,555
- Option Maths £19,876
- Option English £12,564
- 121 Proportion £87,500
- Resources £5,454
- Revision Platforms £14000
- Director / Specialist Support £112000
- Maths English Science Breakfast £25,506

Total: £286,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of teaching and learning. CPD on quality first teaching based on strategies that work with PP/Disadvantaged students. ACE, SEND, SEMH and Trauma Informed practice are implemented across the school and to all staff.	Quality first teaching is essential to supporting all students. Strategies that support and enhance the progress and attainment of disadvantaged students will also help non-disadvantaged students. These strategies have been proven to improve the amount of progress by +8 months over a shorter time period.	1, 3, 4
DEAL (Drop everything and Listen) time & Tutor time numeracy	Where students have a better command of oracy this improves life chances and future prospects for further training and	2, 3, 6

KS3	employment. The EEF suggests that student performance is accelerated by 5+ months for oral language interventions and 6+ months for reading programme interventions. They also suggest 4+ months for Teaching Assistant interventions.	
GCSE Pod MathsWatch LanguageNut	Improves progress and promotes engagement from students and families with their learning. Homework and extended learning packages can have up to +4 months of progress.	2, 3
All students to have access to 1-2-1 and small group work in English, Maths and Science.	The EEF suggests that student performance is accelerated by +4 months.	2
Director Support	Guidance and support from subject directors within the trust have been proven to improve standards across OGAT academies. This support can enable HODs to predict student attainment and progress as well as plan and coordinate effective interventions	2, 3
RAG Meetings	Weekly RAG meetings identify any students of concern and create a whole school approach to all learning, identifying any worries and gaps, boosting learner performance and allowing for effective planning of interventions. Students are also praised weekly to promote achievements	1, 2, 3, 6
Ensure that all children have access to high quality and age appropriate sex and relationships education utilising the Jigsaw PSHE/RSE Programme.  PSHE RSE resources.  PSHE coordinator role.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf</a>  Personal Development coordinator assigned to oversee this.	2, 3, 4

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

Budgeted cost:

- Teaching Assistant and SLTA Work - % cost of contact time: £115,693
- Careers: £15,592
- Lucid Exact / Lexia Support: £3,392
- Transition Work: £14,676
- Mentors: £960
- Enrichment and Summer School: £23,869

Total: £174,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills in KS3.	We want to ensure that any student that is eligible for PP funding has access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame and can accelerate student progress by 4+ months. The resources that will be included are the IDL phonics, Multi - Sensory Learning, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Numicon and IDL numeracy. All of these resources have been proven to add at least +4/5 months' progress.	1, 2, 6
121 tutors are provided to ensure PP students achieve improved outcomes	The EEF outlines how 121 tuition can accelerate student performance by +5 months.	2, 3
Specialist TAs	Students have access to a range of literacy, numeracy and SEMH interventions with Specialist TAs. Evidence suggests that student progress can be accelerated by up to 4 months using 1-2-1 intervention.	6
After school Enrichment and Summer School	Students can engage in additional high quality tuition after-school and during the school vacation delivered by subject specialists. The EEF outlines how this provision can accelerate student progress by up to 5 months.	3

Effective IAG mentor meetings	IAG meetings with individual students to ensure appropriate courses are selected to enable students to achieve the full EBACC. The EEF suggests that mentors can impact student progress by 5+ months.	3
Attend to Achieve Mentors	Students will be provided with an attendance mentor for those students who are causing concerns. Mentors as suggested by the EEF can have a significant impact on student outcomes by 5+ months.	1, 2, 3, 4

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

Budgeted cost:

- Learning Managers: Contact Time on Attendance of Disadvantaged students: £19,826
- Bridge Manager: Contact Time on Wellbeing work £7,500
- Attendance Team: Contact Time on Disadvantaged Attendance £32,644
- CBT: Contact Time on Disadvantaged Students £12,547
- Reward Strategies: £8,000

Total: £80,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
PA students	Individualised support packages are implemented for students who are identified as PA. Wrap around care and support will be provided to ensure the student is accessing the correct services to improve attendance. The EEF suggests that engaging parents can add 4+ months.	1, 3, 4
SEMH Support	Students will be provided with bespoke support from a qualified Counsellor. Additional support will also be provided through packages such as CBT, Flower 125, Exam busters etc. Wellbeing support is suggested to have an impact of 5+ months as outlined by the EEF.	1, 4
Learning Managers trained to monitor students attendance and follow up quickly on trancies. First day response provision	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	1, 2, 3, 4

	<a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a>	
Increased positive contact through phone calls and emails. Encouraged attendance to parent's events with students/parents	Evidence shows that parental engagement is a positive step in raising the aspirations and engagements of students.  <a href="https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf">https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</a>	1, 3,
Bridge, Learning Resource Centre, Personalised Learning Centre Support, & Personalised Academic Provision	Personalised plans and reasonable adjustments for students. Bespoke learning packages and smaller group work.	1, 2, 3, 4
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/">https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</a>  EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a>	1, 2, 4
Train Learning Managers to work with vulnerable and disadvantaged students. Develop and implement clear strategy and process for behaviour interventions Regularly monitor PP students and the amount of rewards etc that they are getting. Reward first strategies.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF Behaviour Intervention Toolkit	1, 2, 3, 4

**Total budgeted cost: £541, 078**

## 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 2023 to 2024 academic year.

	<i>Pupils eligible for PP 2023</i>	<i>Pupils not eligible for PP 2023</i>
<b>% achieving 5+ English &amp; Maths</b>	21.9%	47.2%
<b>% achieving 4+ English &amp; Maths</b>	36.2%	61%
<b>Progress 8 score average</b>	-1.13	-0.21
<b>Attainment 8 score average</b>	29.67	44.83
<b>EBACC APS</b>	2.5	4