

Pupil premium strategy statement – Outwood Academy Newbold

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--------------------------|
| Number of pupils in school | 900 (Y7-11) 122 (P16) |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | 2024 |
| Date on which it will be reviewed | 2025 |
| Statement authorised by | Rob Southern |
| Pupil premium lead | Andrew Mitchell |
| Governor / Trustee lead | Jon Ward |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £326,681 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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> | £326,681 |

Part A: Pupil premium strategy plan

Statement of intent

At Outwood Academy Newbold, our ultimate aim is to reduce the attainment gap and improve the life chances of all disadvantaged students. By addressing barriers to learning, we will ensure every student has the opportunity to achieve their full potential academically, socially, and emotionally.

Our Pupil Premium strategy focuses on targeted, evidence-based interventions to ensure that disadvantaged students can access the same opportunities as their peers. This will be achieved through:

- Maximising academic progress and raising attainment across all subjects.
- Improving attendance through targeted support and parental engagement.
- Enhancing behaviour and engagement, fostering a positive school experience.
- Preparing students for future pathways in education, employment, or training.

Core Principles

Our strategy is underpinned by the following key principles:

1. Inclusivity: Ensuring disadvantaged students are integral to every aspect of school life.
2. High-quality teaching: Delivering excellent first-wave teaching to support academic achievement.
3. Targeted intervention: Providing bespoke support for individual and small group needs.
4. Holistic development: Supporting emotional, social, and cultural development alongside academic progress.

Strategic Investments

To address the challenges faced by disadvantaged students, we will prioritise investment in:

- Physical resources to ensure equity in access to learning materials and technology.
- Staffing and leadership to enhance curriculum delivery and provide targeted support.
- Pastoral and inclusion structures, offering social, emotional, and wellbeing support.
- Small group interventions to close gaps in literacy, numeracy, and core skills.
- Extra-curricular opportunities to broaden horizons and nurture talents beyond the classroom.

By implementing this strategy, Outwood Academy Newbold is committed to removing barriers, raising aspirations, and empowering all students to thrive.

Challenges

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

| Challenge Number | Detail of Challenge |
|------------------|---|
| 1 | <p>High-Quality Teaching: Ensure consistent first-wave teaching with a focus on differentiation.</p> <ul style="list-style-type: none"> ● Targeted Interventions: Implement evidence-based programs for literacy, numeracy, and core subjects. ● Monitoring Progress: Use regular formative and summative assessments to identify gaps and support intervention strategies. ● Mentorship: Provide academic mentors to guide students through challenges and set achievable targets. |
| 2 | <p>Data-Driven Intervention: Regularly monitor progress data and act promptly to implement bespoke intervention strategies.</p> <ul style="list-style-type: none"> ● Small Group Support: Provide small group tutoring in core subjects. ● Metacognitive Skills: Teach study skills, revision techniques, and self-regulation strategies to promote independent learning. |
| 3 | <p>Literacy Support: Implement reading programs such as Lexia or Accelerated Reader to improve comprehension and fluency.</p> <ul style="list-style-type: none"> ● Reading Across Curriculum: Integrate literacy into all subjects to expose students to a wide range of texts. ● Fresh Start intervention - a phonics course that students undertake in a 1:1 or within small groups. ● Targeted Support: Provide one-to-one or small group reading interventions for struggling readers. ● Parental Engagement: Promote reading for pleasure at home through parent workshops and book resources. |
| 4 | <p>Attendance Monitoring: Identify patterns of poor attendance early and act proactively.</p> <ul style="list-style-type: none"> ● Engagement Programs: Provide incentives and rewards for improved attendance. ● Pastoral Support: Offer family liaison and pastoral care to address barriers such as transport, illness, or family challenges. ● Wellbeing Focus: Improve the school environment and promote wellbeing initiatives to make school a positive experience. ● Student survey: Pupils are surveyed periodically to find out their barriers to attendance at school. |
| 5 | <p>Behavioural Support Plans: Implement individual behaviour plans and mentoring programs to address underlying issues.</p> <ul style="list-style-type: none"> ● Positive Reinforcement: Use a rewards-based system to encourage positive behaviour and engagement. ● Targeted Support: Provide pastoral and counselling support for students with behavioural challenges. ● Restorative and emotion coaching Practices: Encourage conflict resolution and positive relationships between staff and peers. development of emotional literacy for 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 |
|---|---|
| Improved outcomes for disadvantaged students. | Continue to narrow the attainment/progress gap between PP/non-PP in all year groups. |
| Improved reading ages | PP students have a reading age that is the same or above their chronological age. PP students have an average reading age that is the same or exceeds non PP students. Within this specific focus on PP students who are internally RAG rated as a 2.3 or 3 |
| Improved levels of attendance for PP students | PP students attendance is improving but it is 3% behind non PP students. This gap needs to close so attendance is inline with non PP students. Reduction of persistent absentees (PA) among students eligible for PP. |
| Improved levels of behaviour for PP students. | Use of emotion coaching by staff to reduce the overall number of sanctions received by PP students. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £148,144.79

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ongoing professional development to raise awareness of PP students and embed collaborative learning strategies within teaching and learning practices. Key focus on: <ul style="list-style-type: none"> Revisiting collaborative learning structures. | EEF Link Education Endowment Foundation (EEF): Collaborative learning approaches have a moderate impact (+5 months) on progress. | 1,2 and 3 |

| | | |
|---|---|-------|
| <ul style="list-style-type: none"> Differentiation and adaptive teaching strategies. | | |
| <p>Emotion Coaching: Whole-academy implementation of emotion coaching to support students in regulating behaviour and building emotional literacy, improving behaviour and readiness to learn.</p> | <p>EEF Link EEF: Behaviour interventions have a moderate impact (+4 months), especially when targeting emotional regulation</p> | 5 |
| <p>Directors in Maths, English, and Science provide strategic subject leadership. Directors focus on: High-quality teaching and learning strategies. Targeted progress monitoring for PP students.</p> | <p>Leading effective intervention strategies. EEF: Subject-specific leadership and coaching promote high-quality teaching, one of the most impactful strategies for disadvantaged pupils.</p> | 1,2,3 |

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

Budgeted cost: £ 198,297.67

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Small group work Specialist-led small group interventions in reading, English, and maths. Internal tracking identifies Y11 PP students requiring focused intervention to improve attainment.</p> | <p>EEF: One-to-One Tuition EEF: Reading Comprehension EEF: Small group tuition has a positive impact (+4 months). Reading comprehension strategies and phonics improve outcomes significantly.</p> | 1,2 and 3 |
| <p>Mentoring Academy staff volunteer to mentor Y11 PP students, providing personalised academic and emotional support to</p> | <p>EEF Link</p> | 5 |

| | | |
|--|--------------------------|-----------|
| raise aspirations and engagement. EEF: Mentoring can offer valuable support for students' social and academic development. | | |
| <u>Teaching Assistant Interventions</u> Where needed PP students to receive the necessary teaching assistant support and intervention. This can be in lessons or outside of lessons with the higher level teaching assistants. | EEF Link | 1,2 and 3 |
| <u>Reading Buddies</u> Reading buddies programme between P16 and older more able students and younger identified students. This to take place weekly and in the library under the supervision of the librarian. | EEF Link | 3 |

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

Budgeted cost: £232,381.27

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| <u>Attendance strategies</u> A combination of creative strategies to engage and motivate attendance, including: - Attendance influencers - Challenges like "Haunted Halloween" to improve student buy-in. EEF: Parental engagement and incentives can have a positive effect on attendance | Supporting attendance | 4 |
| <u>SEMH Support</u> The academy supports the social, emotional and | EEF Link | 1,2,4 and 5. |

| | | |
|---|---------------------------------|----------------|
| <p>mental health of students. This is done through some named initiatives including the wellbeing room, wobble weeks and other enrichment activities for students to access.</p> <p>Support also through the Bridge and PLC provision within the academy.</p> | | |
| <p><u>Music Tuition</u></p> <p>Music tuition provided for PP students to increase cultural capital and provide further opportunities.</p> | <p>EEF Link</p> | <p>4 and 5</p> |
| <p><u>Uniform and FSM</u></p> <p>Provision of free school uniform for PP students to allow them to start without barriers to entry to the school.</p> <p>Free School Meal provision for PP students.</p> | <p>EEF Link</p> | <p>4 and 5</p> |

Total budgeted cost: £ 578823.73

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | Pupils eligible for the Pupil Premium | Pupils not eligible for the Pupil Premium |
|---|---------------------------------------|---|
| % Achieving 5+ in both English and Maths. | 30.9 | 63 |
| % Achieving 4+ in both English and Maths. | 45.5 | 81.1 |
| Average Progress 8 Score | -0.37 | +0.58 |
| Average Attainment 8 Score | 36.96 | 53.44 |

The attainment gap between disadvantaged and non-disadvantaged students has widened this past academic year and over the course of the 3 year strategy. There has been renewed focus on pupil premium students across the academy. This has included targeted interventions to enable students to attain a grade 4 or 5 in maths and english to support future life chances and gain access to further and higher education opportunities.

At the end academic year 2023.24 we had no NEETs from our Y11 cohort, which ensures that progress to further and higher education opportunities is happening for all students, regardless of PP.

Attendance of PP students has improved by 0.7% in the past academic year to 90.9% which is a success of the strategy. There is still scope to improve overall attendance of PP students to be in line with our overall attendance figure of 93.8% for academic year 23/24. The academy has a focus to improve attendance.

There has been a renewed focus on PP students at the start of academic year 24.25. The performance of all PP students is being tracked and monitored at all levels to ensure progress and rising outcomes.

Next Steps:

- Further develop targeted academic support (small groups, mentoring, TAs).
- Enhance attendance strategies to achieve parity with non-PP students.
- Maintain focus on SEMH support to improve behaviour and engagement.
- Monitor and evaluate the impact of interventions termly to drive improvement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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

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> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.